

Shqip

Albanian

Language Guide

July 2015
Albanian 1.2

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Albanian Recommended Grammar Sequence

Table of Contents by Function	3
Introductory Materials	4
Missionary Tasks	
Introduce Yourself (Prezantoni Vetën)	20
Give a Simple Overview (Jepni një Përmbledhje të Thjeshtë)	22
Prayer (Lutja)	24
Bear Testimony (Jepni Dëshmi)	26
Extend a Commitment (Jepni një Zotim)	28
Use the Scriptures (Përdorni Shkrimet e Shenjta)	30
Share An Experience (Ndani një Përvojë)	32
How to Begin Teaching (Si të Filloni Mësimdhënien)	34
Grammar Principles	
Nominative and Accusative Cases	36
Nominative Possessive Adjectives	38
Nominative Pronouns	40
Accusative Case	42
Accusative Prepositions	44
Accusative Pronouns and Clitics	46
Accusative Possessive Adjectives	48
Participles	50
Present Continuous with Duke	52
Present Continuous with Po	54
To Have “Kam”	56
Conceptual Practice: Definite and Indefinite Nouns	59
Telling Time	60
Dative Pronouns and Clitics	62
Clitics	64
Combined Clitics	66

Conceptual Practice: Reflexive and Active Verbs	69
Passive Reflexive Verbs	70
Simple Past Passive Reflexive	72
Demonstratives	74
Possessive Adjectives	76
Future Direct Object	78
Future/Subjunctive with OJ verbs	80
Genitive Case	82
Comparison	84
Ablative Prepositions	86
Infinitive Case	88
Conditionals	90
Adjectives	92

Appendix

Common Verbs	94
Verb Conjugation Charts	95

Asking about and describing actions and events

Ablative Prepositions	86
Accusative Prepositions.....	44
Accusative Pronouns and Clitics.....	46
Dative Pronouns and Clitics.....	62
Demonstratives	74
Future/Subjunctive with OJ verbs	80
Infinitive Case	88
Nominative and Accusative Cases.....	36
Participles	50
Passive Reflexive Verbs	70
Present Continuous with Duke.....	52
Present Continuous with Po.....	54
Simple Past Passive Reflexive	72

Asking about and expressing a state of being

Genitive Case	82
Possessive Adjectives	76

Asking about and expressing desire, need, preference, ability, intention or purpose

Future Direct Object.....	78
---------------------------	----

Asking about and expressing possession and ownership

Accusative Possessive Adjectives	48
Nominative Possessive Adjectives	38
To Have “Kam”	56

Asking and answering questions of cause and effect

Conditionals	90
--------------------	----

Asking and answering questions of contrasting attitudes, emotions, and feelings

Adjectives.....	92
Comparison.....	84

Asking and answering questions of time, date, and location

Telling Time	60
--------------------	----

Narrating experiences and telling stories

Accusative Case	42
Combined Clitics	66
Nominative Pronouns.....	40

MAJOR LANGUAGE LEARNING ACTIVITIES

GUIDING PRINCIPLES

As a missionary you have the responsibility to seek the gift of tongues to fulfill your purpose in the mission language. Your teachers will guide you, but you will be most successful as you take personal responsibility for your language learning. Chapter 7 of *Preach My Gospel* and the following components of the MTC language program will help you understand how to learn your mission language.

SPEAK YOUR LANGUAGE

Language immersion plays a foundational role in the MTC language program. One of the ways you can seek the gift of tongues is to speak the language as much as possible. As a rule, teachers always speak the mission language, using English to facilitate selected activities.

PROGRESSING INVESTIGATORS

Beginning early in your MTC experience you will have daily teaching appointments with people who will take the role of progressing investigators. As you teach your progressing investigators, you will become aware of your own language needs and be motivated to learn in order to help them progress. Your experience teaching will be the driving force behind many of your decisions regarding language learning. Your teachers also use the information they gain as investigators to direct Group Instruction and Coaching Missionary Study.

GIFT OF TONGUES

You are an authorized servant of the Lord, called of God to act on His behalf. He will help you as you exercise faith and work as hard as you can. Strive to make learning the language a spiritual experience. Seek for the gift of tongues and other gifts of the Spirit (see *Preach My Gospel*, 91 and 133). Know that your teachers' instructional decisions always demonstrate their faith in your ability to fulfill your purpose in the mission language.



MISSIONARY-DIRECTED ACTIVITIES

TECHNOLOGY-ASSISTED LANGUAGE LEARNING (TALL)

TALL is the name given to MTC language-learning software and print materials. These materials are the primary resources you will use to learn vocabulary and phrases during language study. TALL software is the best resource for providing repetition and pronunciation practice. Each day (except Sundays) you will spend 60 minutes in a computer lab using TALL.

LANGUAGE STUDY

Each day you will have 60 scheduled minutes to study the language on your own. Apply the principles in Chapter 7 of *Preach My Gospel* as you create and apply your own language study plan. Use all available resources including your dictionary, *Vocabulary and Phrase Book* (VP Book), simple grammar text, *Preach My Gospel* and scriptures in your mission language, and TALL software. Also plan to spend a portion of your language study time reviewing the board display for the upcoming grammar instruction.

TEACHER-DIRECTED ACTIVITIES

GROUP INSTRUCTION

Grammar Instruction and Task Instruction are the two major types of group language instruction. Your teachers will generally follow the order outlined in this book. The purpose of these activities is to provide you with multiple opportunities for meaningful practice using essential vocabulary, phrases, and grammar patterns. Grammar activities in the *Language Guide* are not designed to give detailed explanations of grammar; if you need an in-depth description, use your grammar books or TALL.

COACHING STUDY

Your teachers will help you apply the principles in Chapter 7 of *Preach my Gospel* to improve your ability to become an effective language learner. Make inspired decisions as you become more aware of your needs, the needs of your investigators, the conversion process, and your own learning process. Set goals to improve each day.

LANGUAGE LEARNING

BREAKING THE LANGUAGE PLATEAU

You may have asked yourself, “How much of my mission language do I need in order to fulfill my purpose? How should I start? What do I need to become proficient?”

Everything you do as a missionary, including at the MTC, should focus on your missionary purpose.

To do this as a language-learning missionary:

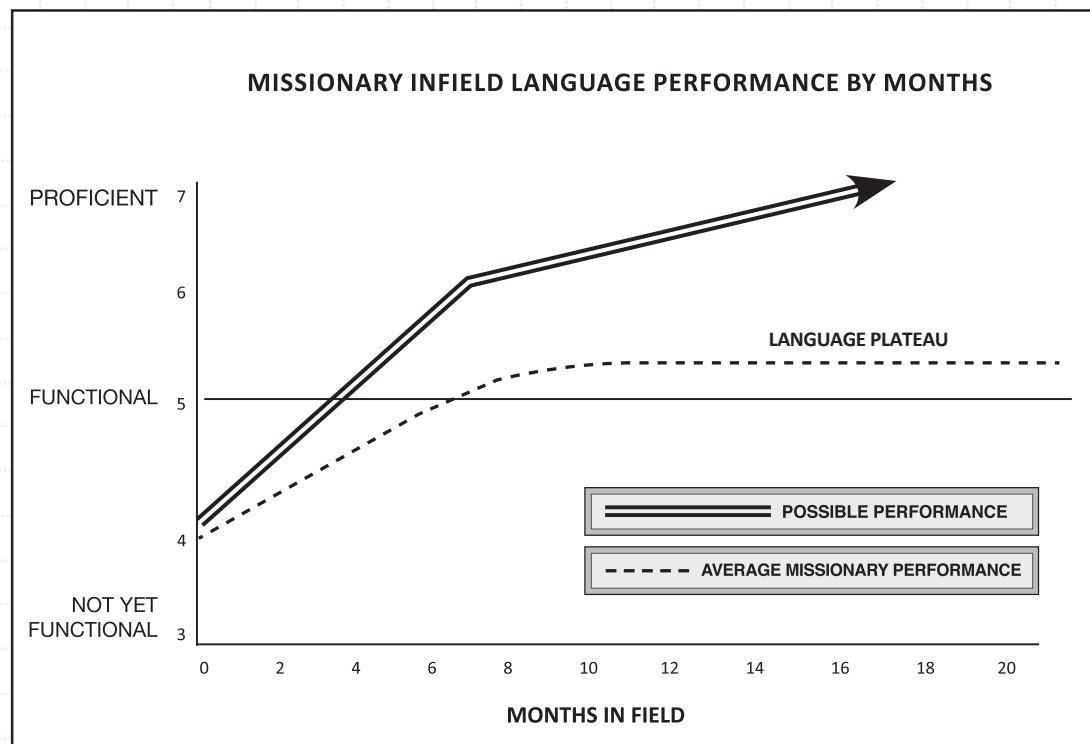
- Recognize that you have been called of God by a prophet to preach the gospel in a new language (D&C 90:11).
- Be motivated by love for the Lord and for the people you serve (D&C 46:9, 26; 1 Cor. 14:12).
- Live worthy of the Holy Ghost by obeying the commandments and missionary standards (D&C 46:9, 33).
- Pray continually for divine assistance to obtain the gift of tongues (D&C 46:28, 30-32).
- Study, practice, and use the mission language as much as possible each day (1 Cor. 12:31).

CHALLENGE YOURSELF

- What can you do to keep from plateauing?

- How can you continue to improve throughout your mission?

ALL YOU NEED TO LEARN your mission language and improve throughout your mission are the principles in *Preach My Gospel*, Chapter 7. This introduction will help you apply those principles while in the MTC.



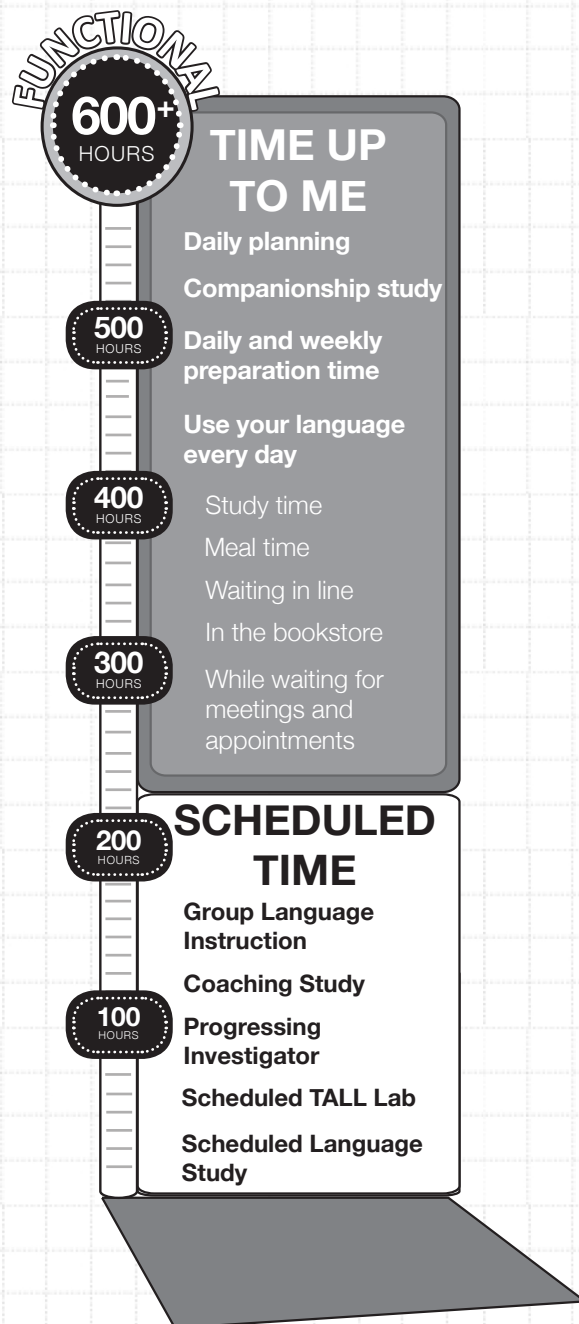
This graph shows missionary language growth over time. Many missionaries plateau, or stop improving, when they start feeling comfortable with the language. The graph also shows what is possible if missionaries apply Chapter 7 of *Preach My Gospel*.

What is functional?

Being functional in a language means that you are able to hold conversations and get by with your daily missionary life in your mission language. Elder Jeffrey R. Holland explained the value of studying beyond the functional level in the language. “Don’t be satisfied with what we call a missionary vocabulary only. Stretch yourself in the language, and you will gain greater access to the hearts of the people” (*Missionary Satellite Broadcast*, Aug. 1998).

HOW FAR WILL **YOU** REACH AT THE MTC?

It takes time and hard work to preach fluently in a new language. Experience shows, depending on your native language and your mission language, that in most cases you need **600 –1000 hours** of instruction and practice just to function in the language. Here is a summary of the number of hours scheduled for language activities in the MTC.



Language learning is a challenging task that requires dedication and diligence (*Preach My Gospel*, 128). With time you may feel comfortable in the language, but “do not stop improving your language skills once people begin to understand you” (*Preach My Gospel*, 128).

Take responsibility for your language learning, and don't just rely on teachers or scheduled activities (*Preach My Gospel*, 128). A missionary in the six-week language training program has over 600 waking hours in the MTC. Missionaries in nine-week training are given over 950 hours because the languages they are learning will take them more time to reach a comparable level of functionality.

DID YOU KNOW?

If you take advantage of all of the additional study time that is not listed in your schedule, then you will have more than 140 additional hours of SYL while you are in the MTC!

WHAT MORE CAN YOU DO?

We have provided a few examples of times where you could be speaking and practicing your language. Keep in mind that these are only suggestions. Don't limit yourself.

VISION, GOALS, PLANS, AND ACCOUNTABILITY

ESTABLISH A VISION

A vision is an idea of where you want to be down the road in the future. It is far beyond where you are now. It considers your resources (time, materials, and teachers). Here are some examples:

- Be able to “speak from the heart in [my] own terms... speak out of [my] own conviction” (*Preach My Gospel*, 175-176).
- Understand native speakers so that I can meet their needs.
- Be able to teach the doctrines “with clarity and power” (*Preach My Gospel*, p. 20).
- Be able to “expound the scriptures when [I] teach” (*Preach My Gospel*, p. 182).

SET INSPIRED GOALS

A vision is exciting and it makes you feel good, but it isn't actionable. This is why it is vital to set inspired goals. For a goal to be helpful you need to know how to measure your progress over time. You need to set long-term goals and short-term goals. Here are some examples of long-term goals:

- Know all the words and phrases for the first three lessons, as found in the TALL VP book.
- Memorize 1000 common words and phrases.
- Memorize 100 scriptures and parables.

Even though you can measure these long-term goals, they're too big to accomplish in one sitting. Well-defined short-term goals are about what you have to accomplish in the language right now. They are always about the people you are teaching. Here are some examples:

- Learn 12 words from Lesson 1 to teach Juan about the Book of Mormon.
- Memorize Mosiah 2:41 for the lesson with the Gomez family.
- Learn to say 15 new words/phrases during SYL that I can use to get to know Brother and Sister Gomez better.

CREATE AND EXECUTE PLANS

Specific plans to accomplish your goals include **what**, **how**, **when** and **where** you will accomplish them. You will make plans for what you will do during your formal language study time as well as what you will do throughout the day to improve your language. For example, if your goal is memorize Mosiah 2:41 for the lesson with the Gomez family, your plans might include:

- Read Mosiah 2:41 during personal study.
- Read it in the language during language study.
- Spend 15 minutes trying to memorize it. Make a flashcard.
- Carry the flashcard throughout the day. Review it while walking to meals.

ACCOUNT FOR YOUR EFFORTS

Accounting for your efforts is vital to your growth in the language. This includes reporting your efforts to your mission leaders and to the Lord through prayer. Some helpful questions may include: how did your language study enable you to help those you teach? What have you done to accomplish your learning goals? How is your study helping you?

LANGUAGE CORE

The Language Core establishes a language foundation and helps you push yourself. It helps you focus and pace your language study. The core includes the four essential components of a missionary's language. With hard work, missionaries can learn at least the basic core while in the MTC.



YOUR TEACHERS CAN HELP YOU IDENTIFY WORDS AND PHRASES TO INCLUDE IN YOUR CORE LANGUAGE.

ESSENTIAL COMPONENTS	BASIC CORE	EXTENDED CORE
Vocabulary	500 words	1000 words
Phrases	150 phrases	250 phrases
Grammar	All language guide topics	2nd text topics
Scriptures	15 scriptures	30 scriptures

LANGUAGE MATERIALS

Preach My Gospel says to select language tools, which include the following:

- The TALL VP book and your language guide to identify vocabulary, phrases, and grammar to study.
- The dictionary will also be essential. **Always** carry it with you.
- The scriptures constantly help you learn the language. Study the scriptures you'll share while teaching, as well as scriptural passages and chapters you can discuss with your investigator.
- The lessons in Chapter 3 of *Preach My Gospel* provide additional ways to say the things you need to teach your investigator.

MATERIALS AND TOOLS

These materials are what Step 2 of "Create a Language Study Plan" is referring to. Select which tools to use. (*Preach My Gospel*, 129).

REMEMBER:

1. Learn the things to teach your investigator, and
2. Learn what you need communicate throughout the day.

WHY LANGUAGE STUDY PLANS?

A language study plan allows you to reach your language goals. Review *Preach My Gospel*, 129–131 and then read the section below. If you have questions, ask your teacher to help you, or refer to the example plan on the following page.

STUDY PLAN

GOALS

PLANS

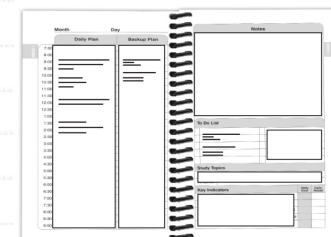
EFFECTIVE LANGUAGE STUDY PLANS INCLUDE TWO PARTS:

A WORKSHEET

- Goals stating **what** you will learn.
- Study plans and ideas for **how** you will study.

A CALENDAR OR PLANNER TO DECIDE:

- **When, where, and how much** language you will study each day, broken down by hours.



For the best strategies on learning your language, refer to *Preach My Gospel*, 128–131. Try each strategy from each bolded section for a few days before deciding which ones work best for you.

----- **EXAMPLE PLAN # 1**

My LANGUAGE STUDY PLAN

THIS WEEK'S GOALS: [WHAT]

- MEMORIZE & USE ALL NEW GRAMMAR
- LEARN 100 MORE WORDS
- LEARN 40 MORE PHRASES
- MEMORIZE 5 SCRIPTURES
- STUDY 12 HOURS EACH DAY
- READ A CHAPTER/DAY IN THE BOOK OF MORMON

STUDY PLANS: [HOW]

- USE EVERY MOMENT WELL
- USE THE STUDY IDEAS FROM OUR TEACHER [HOW TO MEMORIZE, HOW TO PRONOUNCE]
- ASK TEACHER FOR THINGS TO IMPROVE [SAY DIFFERENTLY] AFTER EACH LESSON
- CHOOSE SCRIPTURES, WORDS, & PHRASES FROM WHAT OUR INVESTIGATOR NEEDS
- DAILY LEARN RATE: 15 WORDS, 6 PHRASES, 1 SCRIPTURE. READ BOOK OF MORMON & STUDY GRAMMAR AFTER THAT. SYL ALL THE TIME.
- MEMORIZING SCRIPTURES: STUDY THEM IN ENGLISH DURING PERSONAL STUDY. START LEARNING THEM IN THE LANGUAGE DURING LANGUAGE STUDY. PRACTICE THEM WALKING TO MEALS & WHEN WAITING.
- WORDS & PHRASES: START PICKING THEM DURING COMPANION STUDY. FINISH CHOOSING & FIGURING THEM OUT DURING LANGUAGE STUDY & TALL. REVIEW & GET THEM DOWN DURING MEALS & OTHER SLOW TIMES.
- GRAMMAR: STUDY IT DURING LANGUAGE STUDY & TALL. HAVE COMPANION QUIZ ME ON IT 3X THIS WEEK.
- SYL: TRY REALLY HARD TO SAY THINGS. LOOK THINGS UP & FIND OUT HOW TO SAY THEM. THEN SAY THEM. FIX ALOT OF MISTAKES (80 FOR 20+/DAY). TRY TO SYL THROUGH EVERY MEAL. MAYBE ALL DAY SUNDAY TOO.

INVESTIGATOR: [WHY]

- IF I STUDY HARD & USE THE LANGUAGE ALL THE TIME, I'LL SPEAK BETTER WHEN I TEACH.
- IF I WORK HARD & AM WORTHY, I CAN PRAY FOR THE GIFT OF TONGUES & I WILL RECEIVE IT. I MUST ASK FOR IT IN PRAYER.
- REVIEW PLANS, ESPECIALLY LONG TERM GOALS EVERY DAY. KEEP FOCUSED ON PREACHING TO THE PEOPLE WITH POWER!
- STUDY PREACH MY GOSPEL & SCRIPTURES ABOUT MY PURPOSE, CULTURE, & THE GIFT OF TONGUES.
- PRAY CONSTANTLY ABOUT THE PEOPLE IN MY MISSION.

What do you see in these sample plans that you hadn't considered?

WEEK 3

Month JANUARY

Day 15 Tuesday

[When]

	Daily Plan	Backup Plan
7:00	BREAKFAST/ADD. STUDY	SYL
8:00	PROGRESSING INV.	LISTEN FOR WORDS & LOOK THEM UP
9:00	FUNDAMENTAL - ROLE OF HOLY GHOST	
9:30		
10:00		
10:30	COACHING MISSIONARY ST.	ERROR CORRECTION & SUGGESTIONS
11:00	PERSONAL STUDY	
11:30		
12:00	LUNCH SYL	
12:30		
1:00	LANGUAGE STUDY	
1:30		
2:00	CLASS - Comp. Study	PRACTICE FOR TPC (GRAMMAR CORRECTION)
2:30		
3:00	TPC - RESTORATION	USE WHAT I STUDIED
3:30		
4:00	COACH. MISSIONARY STUDY	
4:30		
5:00	DINNER [MEMORIZE WHILE IN LINE]	
5:30		
6:00	GYM	
6:30		
7:00		
7:30	TALL - MTC CORE GRAMMAR	
8:00		
8:30	ADDITIONAL STUDY	COMP. LANGUAGE QUIZ EVAL GOALS, PLAN LANGUAGE FOR TOMORROW
9:00	DAILY PLANNING	

Notes

NEW WORDS

MOLITVA

BOGI

VJERA

To Do List

CORRECT 20+ ERRORS

MEMORIZE: 1 SCRIPTURE, 15 WORDS, & 6 PHRASES

Study Topics

	Daily Goal	Daily Actual
Personal		
Companion		

Key Indicators

	Received	Contacted
Lessons taught to investigators with a member present		
Other lessons taught		
Referrals		
New investigators		

EXAMPLE PLAN # 2

	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
This week's language goals: No grammar mistakes (command form), memorize 20 words/day.							
<u>Weekly Plans</u>	Make Weekly language study plan	Teach John "The Restoration"	TRE teaching a volunteer	Follow-up visit with Krista	Follow-up visit with John	Teach Krista "The Plan of Salvation"	Teach John "The Plan of Salvation"
		<u>My Plan:</u> 1. Teach him how to pray. 2. Invite him to read the Book of Mormon and pray about it.	<u>My Plan:</u> 1. Get to know volunteer. 2. Share a Simple overview of The Restoration	<u>My Plan:</u> 1. Follow-up on her commitment to read 3 Nephi 11 (if she didn't read, read with her.) 2. Find out what was meaningful to her as she read.	<u>My Plan:</u> 1. Follow-up on his commitment to pray about Joseph Smith. 2. Bear my testimony of Joseph Smith and President Monson. 3. Invite him to be baptized again.	<u>My Plan:</u> 1. Follow-up on her commitment to be baptized. 2. Use "How to Begin" Teaching "to apply the lesson to her baptism." 3. Teach the lesson.	<u>My Plan:</u> 1. Ask him a few simple questions about his beliefs. 2. Teach "The Atonement" and share Alma 7: 11-13. 3. Invite him to come to church.

What else would you want to include in your language study plan?

Monday:

- a.) Teach John how to pray
 - i.) Study "The Restoration" pamphlet "How can I know?" in the language.
 - (1.) Identify new vocab and memorize at least 10 new words. (5 minutes)
 - (2.) Practice teaching the "How do I Pray?" steps in my own words. (10 minutes)
 - ii.) Study command form for giving directions about how to pray.
 - (1.) Conjugate 5 verbs in the command form. (7 minutes)
 - (2.) Say all my commands in the mission language all day.
 - iii.) Practice with my companion, get feedback, and repractice. (8 minutes)
- b.) Invite him to read the Book of Mormon and pray about it.
 - i.) Study the grammar materials to extend, "Will you..." questions (5 minutes)
 - (1.) Conjugate 5 verbs in the future tense without errors. (5 minutes)
 - (2.) Practice my commitments with my companion before each lesson and have him correct my conjugation.
 - ii.) Study 10 new words and 3 phrases in TALL VP on extending invitations. (10 minutes)
 - iii.) Write down blessings that come from reading the Book of Mormon and translate them. Have my teacher check them during coaching. (10 minutes)

Long-term Goals:

- ▷ Finish all grammar lessons before leaving MTC
- ▷ 2,000 words, 500 phrases by 6 months
- ▷ Speak fluently by 12 months

ACTIVITY: LANGUAGE STUDY PLANS

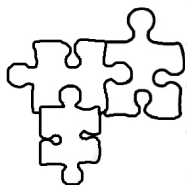
- ☐ Look at the sample language study plans on pages 10 and 11.
- ☐ Evaluate the goals. Are the goals measurable? Do they reflect what the missionary will be learning?
- ☐ When will the missionary study each day? Where and how much will he or she study each day?
- ☐ Do the missionary's plans involve memorizing, applying grammar, and correcting errors?
- ☐ Using the sample language study plans as a guide, practice setting one goal that states that what you will learn. Make sure it is measurable and attainable.
- ☐ In your planner, write when, where, and how much you will study to accomplish your goal.
- ☐ Using the principles you have learned, create a complete language study plan. Ask your teacher or another missionary to give feedback and evaluate your language study plan.





STEP 1: KNOW THE MEANING

- Always find out the meaning of what you are learning. Learn the meaning of each word, and write it down if necessary.
- If you're learning grammar, find out what the grammar concept means. Be able to explain it. If you're learning words, don't ignore how prefixes and suffixes affect meaning.
- Practice repeating the meaning of each word out loud.



STEP 2: FOCUS ON THE FORM

- All language is made up of two things: the meaning and the words which carry that meaning.
- Form includes how it sounds, how it's pronounced, and how it's written (or for ASL, how it's gestured). Form also includes noticing patterns in grammar and word order in phrases.
- Find out how to say each word and practice until you can pronounce it correctly.



STEP 3: PRACTICE ALOUD

- We use our body to speak. Our vocal tract (lips, tongue, jaw, and throat) moves and our ears are activated. We also move our faces and gesture with our hands.
- We learn and remember language much better when we practice it physically, building muscle memory.
- Practice your words, phrases, or grammar out loud, repeatedly. Say it again and again until it becomes automatic and you can do it without notes.



STEP 4: APPLY IT

This step takes our focus back to where we started—on the meaning.

- Use what you're learning in real situations.
- If it's part of a lesson, practice teaching it to your companion.
- Think about the meaning of what you say, and express it with feeling. Do the same as you teach others and as you converse.



STEP 5: PLAN SPACED REVIEWS

Steps 1–4 place language firmly in your short-term memory. Unfortunately, that language won't stay there very long. Step 5 moves language to your long-term memory where it will remain for good.

- Early reviews may require you to use notes or materials to look up certain parts. Be sure that all early reviews are done aloud. Early reviews are complete when you can fluently produce the words, phrases, scriptures, or grammar without looking at notes.
- Later reviews can be less frequent. The more you know something, the less you will need notes, and the more you will be able to review language while doing other physical tasks (walking, standing, shaving, etc.).

FREQUENCY OF SPACED REVIEWS:

1 2

NEW
VOCABULARY

3

NEW
VOCABULARY

4

NEW
VOCABULARY

5

NEW
VOCABULARY

6

NEW
VOCABULARY

7

NEW
VOCABULARY

PREPARING FOR THE FIELD

You will experience a significant transition in your language learning as you leave the MTC. You will go from lots of individual language study to feeling like you have only one hour a day. Language study may get replaced with district meetings, Sunday meetings, weekly planning, preparation day activities, teaching appointments, or even interviews and zone conferences. Guard your language study to prevent this from happening. If you can't hold it in the morning, ask your companion or mission president when you can make it up. Pay attention to moments when study time is available—meal times and evening time, riding transportation, or waiting for meetings or interviews. Do what is necessary to study the language for an hour or more every day.

All of the language learning strategies found in Chapter 7 of *Preach My Gospel* are based on these five steps. Missionaries who use all five steps learn their language faster, and they remember it better. Missionaries who skip one or more of these learning steps struggle to learn.

The following activities will help you apply the five language learning steps. As you do each activity, pay attention to how the language learning steps are being used.

ACTIVITY: MEMORIZATION

- ☐ Read Moroni 10:5 in your mission language.
- ☐ Make sure you understand what each word means in your native language. Use your tools to look up the meaning. Look at individual words, endings, and the word order.
- ☐ Practice the pronunciation by reading slowly. Have a native speaker or your teacher correct your pronunciation and repeat again.
- ☐ Memorize the scripture. Start with parts of phrases, then whole phrases, then the whole verse.
- ☐ Continue to repeat from memory. Each time you repeat the verse, you'll gain fluency in that scripture and those words.
- ☐ Use the scripture in a missionary situation such as teaching your progressing investigator about the Book of Mormon.
- ☐ Use your planner to record when you will study this scripture. After a day or two, evaluate yourself to see if you reviewed the scripture and how it went.

At the end of the activity, identify how the five language learning steps are used in this activity. Set goals and make plans to memorize additional words, phrases, and scriptures.

ACTIVITY: APPLY GRAMMAR Examples to Rules

- ☐ Choose a grammar principle that you haven't learned yet. Find five example sentences from the language guide (board display) for your mission language.
- ☐ Copy these sentences so you can look at them all together.
- ☐ Look for the pattern between the five sentences and seek to understand the context. Using this grammar rule, write five sentences of your own involving a principle you will be teaching to your progressing investigator.
- ☐ Write a sentence to describe the grammar rule used in the five sentences. Look up the explanation given in your grammar guide to check what you wrote.
- ☐ Practice saying the five sentences aloud, and also use the grammar rule you learned to create some additional sentences. Practice the new sentences aloud.
- ☐ Use the grammar rule and sentences you created to practice teaching a gospel principle to your progressing investigator.
- ☐ Use your planner to record when you will review this grammar principle. As you review it, teach it to your companion, and evaluate your initial study.

At the end of the activity, identify how the five language learning steps are used in this activity. Set goals and make plans to memorize additional words, phrases, and scriptures.

ACTIVITY: APPLY GRAMMAR

Rules to Examples

- ☐ Choose a grammar principle that you haven't learned yet, and look up the rule in a grammar book.
- ☐ When you use this grammar principle, what does it mean? Write it down.
- ☐ Where is this grammar rule used in a sentence? When do you use it? Write down this information.
- ☐ Using this grammar rule, write five sentences of your own involving a gospel principle you will be teaching to your progressing investigator.
- ☐ Check your sentences to be sure you correctly used the meaning and form of the grammar rule. If a teacher is available, have him or her check your sentences for errors.
- ☐ Practice speaking by saying the sentences you created out loud. Repeat each sentence several times to increase your fluency.
- ☐ Using the sentences you created, practice teaching your progressing investigator.
- ☐ Use your planner to record when you will review this grammar principle. As you review it, teach it to your companion, and evaluate your initial study. Make goals to improve your study.

At the end of the activity, identify how the five language learning steps are used in this activity. Set goals and make plans to memorize additional words, phrases, and scriptures.

ACTIVITY: ERROR CORRECTION

- ☐ Identify three phrases in your native language in the TALL VP book or Preach My Gospel to use while teaching your progressing investigator.
- ☐ Translate the phrases into your mission language without looking. Cover up the language side if using the TALL VP book. You may write the sentences down or say them aloud.
- ☐ Compare your phrases with the native translation in the VP book or a language version of Preach My Gospel.
- ☐ Identify errors in the translation. What did you learn about the meaning and form?
- ☐ Practice saying the corrected phrases out loud.
- ☐ Apply these sentences to a real missionary situation. For example, include these phrases as you practice teaching a gospel principle to your companion.
- ☐ In your missionary planner, write plans to improve and fix your errors. After a day or two, evaluate yourself to see if you have reduced the number of errors you make.

At the end of the activity, identify how the five language learning steps are used in this activity. Set goals and make plans to memorize additional words, phrases, and scriptures.

INTRODUCTION: ELEMENTS OF A BOARD DISPLAY

GRAMMAR PRINCIPLE

HEADER SENTENCE

The header sentence demonstrates the grammar principle that is being used in the board display. It functions as a guide for the rest of the board display.

QUESTION WORDS -

This section has words or phrases used to form questions with the board display.

EXAMPLES

This section contains example questions and sentences that use the grammar principles of the board display.

NOTES

Occasionally, board displays will have notes that help explain how to use the board display.

FUNCTION & CONTEXT

The function best describes how the grammar principle is actually used in communication.

The context is the framework around which the vocabulary of the board display was selected.

Contexts are missionary centered.

RECEPTIVE & PRODUCTIVE SKILL

The Receptive Skill tells how the Application Activity will help you understand your mission language.

The Productive Skill tells what type of communication the Application Activity will require you to use.

APPLICATION ACTIVITY

Each board display is followed by an application activity based on the context from the board display. You will be fully engaged in using the grammar principle and vocabulary just learned in a meaningful missionary scenario that mirrors the kinds of tasks you will perform in the field.

Tener (Common Expressions) (Spanish for Missionaries, p. 25)

	Tengo <i>I have (am)</i>	mucho very	miedo afraid of	a los perros dogs
¿Cuánto(a/s) (no) <i>How much</i> Sí, <i>Yes,</i> No, <i>(you) have</i> ¿Por qué <i>Why</i> Porque <i>Because</i>	tengo <i>(I) have</i> tienes <i>(you) have</i> tiene <i>(you all) have</i> tiene <i>(he/she) has</i>	tenemos <i>(we) have</i> tenéis <i>(you all) have</i> tienen <i>(you all) have</i> tienen <i>(they) have</i>	mucho(a) <i>very</i> poco (a) <i>a little</i>	miedo a/de <i>afraid (of)</i> ganas de <i>to feel like doing something</i> diecinueve años <i>nineteen years (old)</i> sueño <i>to be sleepy (tired)</i> hambre <i>hungry</i> sed <i>thirsty</i> calor <i>hot</i> frio <i>cold</i> frio <i>cold</i>
				hablar a las personas <i>of talking to people</i> ser rechazado <i>of being rejected</i> estar en esta área <i>of being in this area</i> ser un misionero <i>of being a missionary</i> enseñar a las personas <i>of teaching people</i> predicar el evangelio <i>of preaching the gospel</i>

Application Activity

Escenario

The zone leaders call to inform you that you are going to train a new missionary. You are supposed to pick him/her up from the bus station. They tell you that your companion is going to have a long trip and that he/she will be hungry and tired.

Practice:

Missionary A. You will take the role of the trainer. Ask the missionary about the following:

- If he/she is hungry, tired, cold, etc.
- How old he/she is
- If he/she is afraid of anything

Missionary B. You will take the role of the new missionary. Using the board display as a guide, answer missionary A accordingly.

Example
Missionary: ¿Tiene hambre?
New Missionary: Sí, tengo hambre.

Re-practice: You are a district leader and you noticed that the key indicators report, one of the companionships has a zero on the actual number for contacts of that week. You decided to go on a division with him to find out how to help.

Missionary A. You will take the role of a loving missionary leader. Find out the missionary's problem by asking about the following:

- If the missionary is afraid of something
- If the missionary likes the area, his/her companion, and being a missionary (use the word "ganas")
- If the missionary feels confident

Missionary B. Use the board display as a guide to answer missionary A accordingly.

Additional Contexts

- Describing how your investigators feel during your teaching appointments

1. When negating, the "no" goes between the subject and the verb: *Él no tiene miedo a los perros.*

2. When using "cuánto" to ask a question, the noun comes before the verb: *¿Cuántos años tiene?*

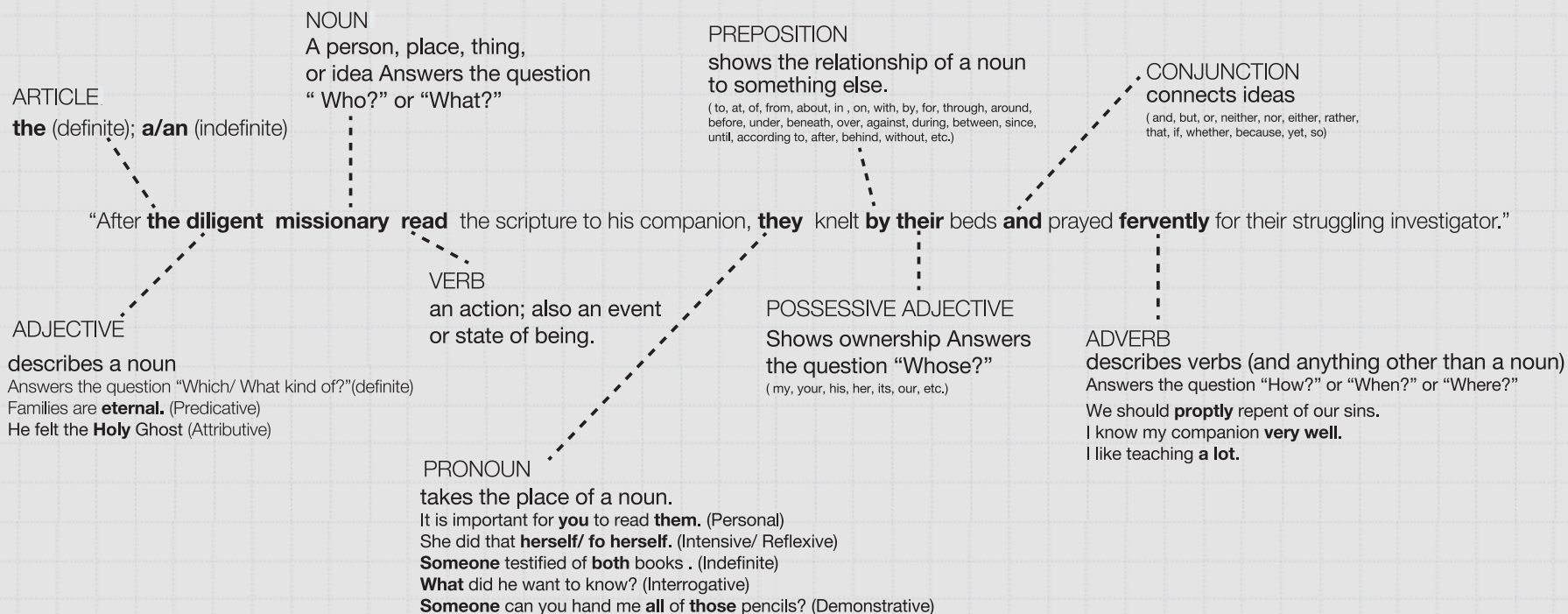
Function: Asking about and expressing a state of being

Context: Helping your companion prepare for the first day of his/her mission

26 Language Guide | Spanish | 2011

Receptive Skill: Listening
Productive Skill: Speaking

Language Guide | Spanish | 2011 27



INTERJECTION
any emotional greeting or exclamation.

SUBJECT
who or what **does the action** (word or phrase). The subjects in the sentence on the top left are “the diligent missionary” and “they.”

DIRECT OBJECT
who or what **receives the action** of the verb (word or phrase). The direct object in the sentence above is “the scripture.”

INDIRECT OBJECT
to whom or for whom an action is intended (word or phrase). The indirect object in the sentence above is “his companion.”

PREPOSITIONAL PHRASE
all the words to which a preposition refers; it also includes the preposition itself. Prepositional phrases in the sentence above include “ by their beds” and “for their struggling investigator.”

PASSIVE VOICE
the subject of the sentence undergoes the action of the verb.

Active voice: God called Joseph
Passive voice: Joseph was called (by God)
Active voice: We make mistakes.
Passive voice: Mistakes are made

VOWELS
the letters, *A, E, I, O, U* and sometimes *Y* (unobstructed air flow)

CONSONANTS
any other letter (obstructed air flow)

REFLEXIVE VERBS
the subject is also the object.
(get baptized, get ready, get dressed)

INTRANSITIVE VERBS
have no direct object (disappear, smile, die, repent, pray)

CLAUSE
a group of words with a subject and a verb.

INDEPENDENT CLAUSE
can stand alone as a sentence.

DEPENDENT CLAUSE
cannot stand alone as a sentence.

PREDICATE
the part of the clause that is not the subject

I am a missionary. (Nominal)
Jesus is kind. (Adjective)

FREQUENTLY ASKED QUESTIONS

WHAT IS A LANGUAGE FUNCTION?

Language functions describe what you should be able to do as a result of learning a particular grammar principle. Notice that each function is meant to encourage two-way conversations in your mission language. Each grammar principle in this language guide is a part of one of the following ten language functions:

Asking about and expressing a state of being

Asking about and expressing possession or ownership

Asking about and describing objects, people, and their characteristics

Asking about and expressing desire, need, preference, ability, intention, or purpose

Asking about and describing actions and events

Asking and answering questions of contrasting attitudes, emotions, and feelings

Asking and answering questions of time, date, and location

Asking and answering questions of quality, quantity, number, and sequence

Asking and answering questions of cause and effect

Narrating experiences and telling stories

WHAT IS THE PURPOSE OF INCLUDING THE TASKS IN THE BEGINNING?

The language tasks are simple ways to accelerate your ability to communicate in the language in your first few days of learning the language. The tasks are meant to help you begin to communicate in your mission language without having to understand all of the grammar behind what you are saying.

WHAT ARE THE BENEFITS OF BOARD DISPLAYS?

Board displays are meant to help minimize lengthy explanations of grammar and maximize the time practicing use of the language during group instruction. In-depth study of grammar structures and rules should take place at another time, for example during prework, language study, or in the TALL lab.

WHAT ARE CONCEPTUAL PRACTICES?

Conceptual practices help you more clearly understand and practice the concept of an upcoming grammar principle in your native language before having to deal with the linguistic mechanics in the second language. Teachers will conduct these activities in the order they have been placed in this language guide to prepare you for the grammar principles that follow them.

IN WHAT ORDER SHOULD THESE GRAMMAR PRINCIPLES BE TAUGHT?

Teachers will usually teach grammar principles in the order they appear in the Table of Contents. Occasionally, a teacher may have reason to change the order of lessons, but in general they are intended to be taught in the order given. One of the primary reasons for the order is the frequent usage of certain language functions. The first five functions, as listed above, are especially frequently used. Where possible, their corresponding grammar principles have been placed early in the Table of Contents. This arrangement will give you a great opportunity to communicate in the language at the earliest stages of your language learning.

Vocabulary (30 min):

Review the following vocabulary from today's in-class instruction:

Nouns		Pronouns (Nominative)		Verbs	
dita	day	unë	I	jam	to be
mëngjesi	morning	ti	you (informal) (singular)	kam	to have
mbrëmje	evening	ai	he	quhem	to be called
shoku	companion	ajo	she	ha	to eat
shoqe	companion (f)	ne	we	lutem	to pray
motra	sister	ju	you (formal) (plural)	dal	to go out (with friends)
vëllai	brother	ata	they (masculine)	flas	to talk/speak
Elder	Elder	ato	they (feminine)	këndoj	to sing
familja	family	Places		bëj muzik	to make music
fëmijët	children	Utah	Utah	bie	to play (an instrument)
ndjenjat	feelings	Kalifornia	California	luaj	to play (a sport)
Adjectives		Shqipëria	Albania	lexoj	to read
i/e mirë	good	Amerika	America	shkruaj	to write
dashamirës	kind	Kanada	Canada	besoj	to believe
i/e bukur	beautiful	Anglia	England	dua	to love/want

Additional Practice:

Introduce yourself in Albanian to three missionaries that are not in your district. Have your companion practice translating for you as you introduce yourself. Then pretend one of you is a new investigator and practice asking questions to get to know their interests, beliefs, and background.

Introducing yourself

Unë I	jam am	një misionar a missionary (male)	e Jezu Krishtit of Jesus Christ
		një misionare a missionary (female)	e Kishës së Jezu Krishtit të Shenjtorëve të Ditëve të Mëvonshme of the Church of Jesus Christ of Latter-day Saints
Ne We	jemi are	misionarë/misionare missionaries (m/f)	
		një përfaqësues a representative	
Ky This (masc.)	është is	shoku im my companion (male)	Elder _____
Kjo This (fem.)		shoqe ime my companion (female)	Motra _____
			Sister _____

Getting to know others

Si How	quheni are you called	ju? you? (formal)
Unë I	quhem am called	Elder/Motra _____. Elder /Sister _____.
Nga From where	jeni are	ju? you? (formal)
Unë I	jam nga am from	_____. (name of place).
Çfarë What	keni qejf (do) you like	të bëni? to do?
Më Me	pëlqen të it pleases to	_____. _____.

Çfarë besoni What (do) you believe	për about	Perëndinë? God? Jezu Krishtin? Jesus Christ?
Më thoni pak Tell me a little	për about	ndjenjat e tua për Perëndinë? your feelings about God? familjën tuaj? your family?
Cilat Which	janë are	pyetjet e tua për Perëndinë? your questions about God? pritjet e tua për takimet tona? your expectations for our meetings?

Give a Simple Overview (Jepni një Përmbledhje të Thjeshtë)

Vocabulary (30 min):

Review the following vocabulary from today's in-class instruction:

Direct Object Pronouns (Acc.)		Nouns		Verbs	
mua	me	besim	faith	jap	to give
ty	you	pendim	repentance	dëgjoj	to listen
atë	him/her/it	paqe	peace	udhëheq	to guide
ne	us	urdhërimet	the commandments	kërkoj	to seek
ju	you (form.) (pl.)	ngushëllim	comfort	dëshiroj	to desire
ata	them (masc.)	përgjigjet	the answers	dua	to love/want
ato	them (fem.)	plani	the plan	Conjunctions	
Indirect Object Pronouns (Dat.)		qendra	the center		
mua	to me	fjala	the word	gjithashtu	also
ty	to you	lajmëtar	messenger	prandaj	therefore
atij	to him/it	dëshmitar	witness	pastaj	then
asaj	to her/it	Fryma e Shenjtë	The Holy Ghost	kështu	so
neve	to us	bota	the world	dhe	and
juve	to you	Interrogatives			
atyre	to them	pse	why		
		çfarë	what		
		kush	who		

Additional Practice:

Share three simple statements of truth with three people in your district. To prepare to teach your investigator, try and ask yourself five questions that would help you understand their background or prompt them to reflect.

Give a Simple Overview (Jepni një Përmbledhje të Thjeshtë)

Noun	clitic	verb	DOP
Perëndia God	më me	do loves	mua me
	të you	njuh knows	ty you
	na us	dëgjon hears	ne us

Conjunction
dhe and
prandaj therefore
sepse because

Subject	IOP	verb	noun
Perëndia God	më to me	jep gives	profetët the prophets
Ai He	të to you	dërgon sends	përgjigjet the answers
	na to us		urdhërimet the commandments

Subject	is	complement	article	possessor
Perëndia God	është is	Ati the Father	i of (masc.)	gjithkujt everyone
Jezu Krishti Jesus Christ		Shpëtimtari the Savior		Jezu Krishtit Jesus Christ
Fryma e Shenjtë the Holy Ghost		qendra the center	e of (fem.)	planit të Perëndisë God's plan
një profet a prophet		fjala the word		botës the world
Jozef Smithi Joseph Smith		një dëshmitar a witness	i of (masc.)	së vërtetës the truth
Libri i Mormonit the Book of Mormon		lajmëtari the messenger		vullnetit të Perëndisë will of God

Subject	Verb "to be" past	Past Participle	Preposition	Object
Kisha The Church	ishte was	rivendosur restored	nëpërmjet through	Jozef Smithit. Joseph Smith.
Kisha The Church	ishte	humbur lost		një profeti a prophet
Doktrinat The Doctrines	was	vrarë killed	nëpërmjet through	njerëzve të këqinj wicked men
Pagëzimi Baptism	ishin were	rivendosur restored	për shkak të because of	Jozef Smithit Joseph Smith
Apostujt Apostles		mohuar rejected		

Noun



Accusative Possessive Adjective

kohën time	dëshirën desire	mësuesin (m) male teacher	Shpëtimtarin Savior
familjën family	dëshirat desires	ditët days	kërkuesit investigators
dëshminë testimony	thirrjën calling	mësuesen female teacher	mirësinë goodness
shkrimet e shenjta scriptures	lutjet prayers	pyetjet questions	pritjet expectations

	my	your (ti)	his/her	our	your (ju)	their
masculine singular	tim	tënd	e tij/e saj	tonë	tuaj	e tyre
feminine singular	time	tënde	e tij/e saj	tonë	tuaj	e tyre
masculine plural	e mi	e tu	e tij/ e saj	tanë	tuaj	e tyre
feminine plural	e mia	e tua	e tij/ e saj	tona	tuaja	e tyre

1. my desire (dëshirën time)
2. your (ti) scriptures
3. our Savior
4. his family
5. their time
6. my scriptures
7. our scriptures
8. your (ju) expectations
9. her questions
10. my desires
11. their desires
12. your (ju) teacher (m)
13. your (ti) goodness
14. our calling
15. his desire
16. their investigator
17. her expectations
18. your (ju) prayers
19. my teacher (f)
20. my teacher (m)

Additional Practice:

Each day, try to expand and enrich your prayers by adding new vocabulary found in your Vocabulary and Phrases book. Think of your family, friends, and investigators, and create new sentences to add to your prayers. Your prayers will become more meaningful and sincere to you, your investigators, and to God.

Ati i dashur Qiellor,
Dear Heavenly Father,

Giving thanks

Direct object clitic	conjugated verb	preposition	noun
Të You	falënderoj I thank	për for	Jezu Krishtin Jesus Christ
Të falënderoj I thank thee			udhëheqjen tënde your guidance
Të falënderojmë We thank thee		për for	dashurinë tënde your love
Faleminderit Thank you			bekimet e tua your blessings
			këtë ditë e bukur this beautiful day
			Jezu Krishtin Jesus Christ

Asking for blessings

Unë të kërkoj I ask thee		ndihmosh help	Vëllain _____ Brother _____
Ne të kërkojmë We ask thee	ta to	bekosh bless	Motrën _____ Sister _____
Të lutem Please	na ndihmo help us	me with	më shumë besim more faith
	na beko bless us		faljen forgiveness

Në emrin e Jezu Krishtit, amen.
in the name of Jesus Christ, amen.

Vocabulary (30 min):

Familiarize yourself with the following vocabulary to prepare for in-class instruction.

Nouns	
Shpëtimtari	<i>Savior</i>
biri	<i>son</i>
Perëndia	<i>God</i>
kisha	<i>the Church</i>
profeti	<i>the prophet</i>
ungjilli	<i>the gospel</i>
dëshmi	<i>testimony</i>
Libri i Mormonit	<i>Book of Mormon</i>
shkrimet e shenjta	<i>scriptures</i>
e vërteta	<i>the truth</i>
Adjectives	
i/e vërtetë	<i>true</i>

Verbs	
jam	<i>to be</i>
kam	<i>to have</i>
di	<i>to know</i>
besoj	<i>to believe</i>
dëshmoj	<i>to testify</i>
veproj	<i>to act</i>
ndihem	<i>to feel</i>
pyes	<i>to ask</i>
rivendos	<i>to restore</i>
Prepositions	
nëpërmjet	<i>through (abl)</i>
për shkak të	<i>because of (abl)</i>
për	<i>for (acc)</i>
Connectors	
sepse	<i>because</i>
që	<i>that</i>
prandaj	<i>therefore</i>
si rrjedhim	<i>as a result</i>

Review:

Immediate Review:

Practice a testimony you can share in your next visit with an investigator. Try testifying about the restoration of the gospel and how you came to know it is true.

Additional Practice:

Before your next lesson, practice bearing testimony to your companion using phrases from this board display. Practice using the different forms and grammar principles. To challenge yourself, think of other statements of which you would like to testify, look up the vocabulary, then practice your own personalized testimony.

Testifying

conj. verb “di”	connector “që”	subject (noun)	conj. verbs “jam” and “kam”	complement/participle/ direct object
Ne e dimë We know	që that	ungjilli the Gospel	është is	i vërtetë true
Unë e di <i>I know</i> Unë dëshmoj I testify Ne e dimë We know	që that	Jezu Krishti Jesus Christ kjo kishë this church Jozef Smithi Joseph Smith Libri i Mormonit the Book of Mormon ungjilli the Gospel	është <i>is</i> ka has	Biri i Perëndisë the Son of God Shpëtimtari the Savior një profet i vërtetë a true prophet i/e vërtetë true rivendosur kishën restored the church vuajtur për ne suffered for us të vërtetën the truth

Explaining how you know and what it means to you

conjunction	subject + conj verb	past participle
Sepse Because	unë kam I have	pyetur Perëndinë asked God
Sepse Because	unë kam I have ai ka he has ne kemi we have	vepruar acted lexuar Librin e Mormonit read the Book of Mormon pyetur Perëndinë asked God

Extend a Commitment (Jepni një Zotim)

Vocabulary (30 min):

Familiarize yourself with the following vocabulary to prepare for in-class instruction.

Verbs	
bindem	<i>to obey</i>
pendohem	<i>to repent</i>
pagëzohem	<i>to be baptized</i>
lutem	<i>to pray</i>
lexoj	<i>to read</i>
marr	<i>to receive</i>
ndihmoj	<i>to help</i>
bekoj	<i>to bless</i>
Nouns	
pagëzimi	<i>baptism</i>
përgjigje	<i>answer</i>
Conjunctions	
nëse	<i>if</i>
kur	<i>when</i>

Indicators Of Time	
tani	<i>now</i>
sot	<i>today</i>
dje	<i>yesterday</i>
nesër	<i>tomorrow</i>
java	<i>week</i>
Days Of The Week	
e hënë	<i>Monday</i>
e martë	<i>Tuesday</i>
e mërkurë	<i>Wednesday</i>
e enjte	<i>Thursday</i>
e premte	<i>Friday</i>
e shtunë	<i>Saturday</i>
e dielë	<i>Sunday</i>

Review:

Immediate Review:

Identify each of the invitations you will be extending to your progressing investigator over the next three days. Write an invitation sentence and a promised blessing sentence for each invitation you plan to extend.

Grammar Help:

The most difficult grammar in this task is how verbs conjugate differently in the present, future, and infinitive. Look ahead to the Future/Subjunctive with OJ verbs and the Infinitive Case board displays for extra help with these verb conjugations.

Additional Practice:

Following up with investigators is essential to their growth and progress. When time allows, practice with your companion asking your investigator about his or her progress keeping invitations, then promise blessings and check for understanding.

Extend a Commitment (Jepni një Zotim)

future tense conjugation

Extending commitments

Për të In order to	ditur që kjo është e vërtetë know that this is true	a do të will	lexoni you read	Librin e Mormonit the Book of Mormon	?
	treguar besim show faith		luteni will you pray	këtë kapitull this chapter	
	*u bindur Perëndisë obey God		vini në kishë will you come to church	me zë të lart out loud	
	marrë këta bekime receive these blessings			Perëndisë to God	
Kur When	Perëndia God	përgjigjet (he) answers	lutjeve të tua your prayers	a do të will	pagëzoheni you be baptized
Nëse If	ju you (formal)	ndjeni (you) feel	që është e vërtetë that it is true		bindeni Perëndisë you obey God
		dini (you) know			pendoheni you repent

Positive Reactions

*accusative
clitics*

Perëndia God	do të will	të you (sing.)	ndihmojë help	në jetën tende/tuaj in your life
		ju you (pl.)	bekojë will bless	sigurisht for sure
			përgjigjet will answer	në kohën e duhur in due time

Responding appropriately using clitics

Negative Reactions

*dative
clitics*

A mund të Can	Më to me	shpjegoni you explain		jo? not?
	Na to us	thoni you say	pse why	thoni ashtu? you say so?
		përsëritni you repeat		hezitoni? you hesitate?

*Note: "Për të" is combined with the passive reflexive "u," to become "Për tu"
Also, See VP book for days, date, and time.

Vocabulary (30 min):

Familiarize yourself with the following vocabulary to prepare for in-class instruction.

Nouns	
vargu	<i>verse</i>
kapitulli	<i>chapter</i>
libri	<i>book</i>
shkrimi	<i>scripture</i>
mesazhi	<i>message</i>
anali	<i>account</i>
përgjigje	<i>answer</i>
mendimi	<i>thought</i>
zemra	<i>heart</i>
pyetje	<i>question</i>
shembulli	<i>example</i>
Adjectives	
i rëndësishëm	<i>important (m)</i>
e rëndësishme	<i>important (f)</i>

Verbs	
mendoj	<i>to think</i>
aplikoj	<i>to apply</i>
ndaj	<i>to share</i>
lexoj	<i>to read</i>
shpjegoj	<i>to explain</i>
tregoj	<i>to show</i>
flas	<i>to speak</i>
Prepositions	
nga	<i>from (nom)</i>
për	<i>for (acc)</i>
me	<i>with (acc)</i>

Review:

Immediate Review:

Identify the scripture passages that you will be sharing in your next visit. Practice introducing the passage by giving a brief background, giving the citation, and finally create questions that help the investigator apply the verse to their lives.

Grammar Help:

In order to understand the grammar in this board display, it will help to know ordinal and cardinal numbers, which are found on page 146 of the VP book. Additionally, you might want to practice using prepositions with the right cases. As you may have noticed, different prepositions cause different cases. Memorizing the meaning and cases of each preposition early will accelerate your understanding of grammar.

Additional Practice:

Find your favorite scripture, possibly your mission scripture or one that helped change your life, then share it with three other missionaries.

Use the Scriptures (Përdorni Shkrimet e Shenjta)

Introduce a Scripture

A mund të Can	ndajmë we share lexoni you read	një shkrim a scripture një mesazh a message një anal an account	nga Libri i Mormonit from the Book of Mormon nga Bibla from the Bible	me ju? with you? me familjën tuaj? with your family? për ____? about ____?
Është It's	në Librin e Mormonit in the book of	2 Nefi second Nephi Moroni Moroni	kapitulli ____ chapter ____	nga from vargu ____ verse ____ deri ____. to ____.

Give Background and Apply the Scripture

Këtu, Nephi Here, Nephi Në këtë kapitull, Moroni In this chapter, Moroni Jezusi Jesus	mëson teaches shpjegon explains tregon shows	si how	të keni to have të merrni to receive të ndiqni to follow	besim faith një përgjigje nga Perëndia an answer from God shembullin e Tij His example
Ndërsa While Kur When	lexoni, (you) read, lexojmë, (we) read, ai flet, (he) speaks,	vini re notice mendoni për think about kërkoni për look for	si how	ndiheni you feel aplikohet it applies mund ta dini të vërtetën you can know the truth

Çfarë What Pse Why Si How	mendoni (do) you think aplikohet (does) it apply	për këtë? about this? është i/e rëndësishëm(me)? is important? juve? to you?
---	---	--

*Note: See VP Book for numbers and books of Scripture

Vocabulary (30 min):

Familiarize yourself with the following vocabulary to prepare for in-class instruction.

Verbs	
kërkoj	<i>to seek</i>
vendos	<i>to decide</i>
filloj	<i>to begin</i>
vizitoj	<i>to visit</i>
udhëheq	<i>to lead</i>
dëgjoj	<i>to hear</i>
përgjigjem	<i>to answer</i>
dua	<i>to want</i>
Adjectives	
i/e vërtetë	<i>true</i>
i/e ndarë	<i>separate</i>
fizik(e)	<i>physical</i>

Nouns	
qenie	<i>being/individual</i>
trupi	<i>body</i>
premtim(et)	<i>promise(s)</i>
Jozef Smithi	<i>Joseph Smith</i>
Transitions	
pra	<i>so</i>
pastaj	<i>after that</i>
gjithashtu	<i>also</i>
dhe tani	<i>and now</i>
prandaj	<i>therefore</i>
përpara	<i>before</i>

Review:

Immediate Review:

Think of your own conversion story. How did you come to know that the Church was true? Practice sharing with an investigator your conversion story and assure him or her that they too can gain a personal testimony.

Grammar Help:

In order to understand the grammar in this board display, it will help to look ahead to the Folje të Domosdoshme të Gjuhës Shqipe at the end of this book for more information on conjugating verbs to past tense.

Additional Practice:

Practice telling the story of Joseph Smith and the First Vision to your companion and then to an investigator. Recount what Joseph was seeking and how he found his answer. Also include what happened as a result of him finding that answer. Using what you remember from the Bear Testimony task, bear your personal testimony of the First Vision.

Share An Experience (Ndani një Përvojë)

Nom.	simple past verb	imperfect verb	if there is	noun
Jozef Smithi Joseph Smith Unë I	deshi/desha wanted dëshiroi/dëshirova desired	të dinte/djia to know të gjente/gjeja to find out	nëse ka if there is	një kishë të vërtetë a true church një Perëndi God falje për mëkatet forgiveness of sins

Noun	Past Verb	Phrase
Ai He Unë I	vendosi/vendosa decided filloi/fillova began	ti lutej/lutesha Perëndisë to pray to God ta studionte/studioja Biblën to study the Bible të vizitonte/vizitoja kishën to visit the church

Make Paragraphs

pra
so
prandaj
therefore
për shkak të asaj
because of that
përpara
before
pastaj
after that
gjithashtu
also

Nom.	Past Verb	Acc.
Perëndia God Jezusi Jesus Shpirti The Spirit	vizitoi visited tregoi showed dëgjoi heard	Jozefin Joseph mua me

Pronoun	Past Verb	God	Phrase
Ai He Unë I	gjeti/gjeta që found out that	Perëndia	dhe Jezusi janë qenie të ndara and Jesus are separate beings ka një trup fizik has a physical body përgjigjet lutjeve answers prayers

Nom.	verb	that	nom. noun	clitic	verb	acc. noun
Ai He Unë I	gjeti/gjeta found out kuptoi/kuptova understood	që that	Perëndia God Jezu Krishti Jesus Christ	i them më me na us ju you	dëgjon hears udhëheq leads (guides) bekon blesses shëron heals	fëmijet e tij His children mua me ne us ju you
Ju mund të You can	kuptoni understand gjeni to find out					

How to Begin Teaching (Si të Filloni Mësimdhënien)

Vocabulary (30 min):

Familiarize yourself with the following vocabulary to prepare for in-class instruction.

Nouns	
pritje	<i>expectations</i>
qëllimi	<i>purpose/goal</i>
Perëndia	<i>God</i>
besimi	<i>faith</i>
pendimi	<i>repentance</i>
pagëzimi	<i>baptism</i>
paqe	<i>peace</i>
lumturi	<i>happiness</i>
e vërteta	<i>the truth</i>
Adjectives	
i/e vërtetë	<i>true</i>
i/e përsosur	<i>perfect</i>
i rëndësishëm	<i>important (masc)</i>
e rëndësishme	<i>important (fem)</i>

Verbs	
jam	<i>to be</i>
kam	<i>to have</i>
di	<i>to know (something)</i>
besoj	<i>to believe</i>
njoh	<i>to know (someone)</i>
veproj	<i>to act</i>
ndihem	<i>to feel</i>
kuptoj	<i>to understand</i>
pyes	<i>to ask</i>
Prepositions	
në	<i>in</i>
për	<i>for (acc)</i>
Interrogatives	
pse	<i>why</i>
çfarë	<i>what</i>
si	<i>how</i>
kush	<i>who</i>

Review:

Immediate Review:

Study the principles of How to Begin Teaching from Preach My Gospel 176-177. Discuss with your companion why it is important to establish expectations for your lessons.

Additional Practice:

Before your next lesson, practice establishing expectations with your companion using phrases from this task. Practice using the different forms and grammar principles. To challenge yourself, think of other statements you would like to use, look up the vocabulary, then practice. You may even combine this task with the Give a Simple Overview task and practice teaching a short first lesson.

How to Begin Teaching (Si të Filloni Mësimdhënien)

Establishing expectations			
Ne duam We want	t'ju ndihmojmë të to help you to	njihni Perëndinë know God dini të vërtetën know the truth ndjeni më shumë lumturi feel more happiness	personalisht personally nëpërmjet pagëzimit through baptism nëpërmjet Jezu Krishtit through Jesus Christ
Ne We	(nuk) jemi are (not)	të përsosur, por ne jemi perfect, but we are si udhëheqësit like guides	dërguar nga profeti i Perëndisë sent by the prophet of God për ju for you

Question	verb	noun
A Do	doni you want kërkoni you seek	paqe? peace? besim? faith? lumturi? happiness?

Understanding background and expectations			
Nese kuptoj drejt, If I understood correctly,	ju (nuk) doni you want (not)	të kuptoni to understand	pse why
			jeni/jemi të ndryshëm you are/we are different
		të dini to know	si how
			të njihni Perëndinë to know God
			për about
			Mormonët the mormons
			të vërtetën për the truth about
			qëllimin e jetës the purpose of life

For you	question	is	noun
			Perëndia? God?
Për ju, For you,	kush who	është is	besim? faith?
Në mendimin tuaj, In your opinion,	çfarë what		lumturi? happiness?

Question	is	noun	adjective	for you
		pendimi repentance	i rëndësishëm important (masc.)	
Pse Why	është is	Krishti Christ	e rëndësishme important (fem.)	për ju? for you?
Si How		familja the family	ndihmues helpful	

Nominative and Accusative Cases

	Perëndia <i>God</i>	i <i>(plural direct object)</i>	thirri <i>called</i>	profetët. <i>the prophets.</i>	
A <i>(?)</i>	Jezu Krishti <i>Jesus Christ</i>		thirri <i>he/she/it called</i>	shkrimet e shenjta <i>the scriptures</i>	
Po, <i>Yes,</i>	Perëndia <i>God</i>	e <i>(singular direct object)</i>	rivendosi <i>he/she/it restored</i>	ungjillin <i>the gospel</i>	
Jo, <i>No</i>	Jozef Smithi <i>Joseph Smith</i>	nuk <i>(did not)</i>	mësoi <i>he/she/it taught</i>	profetin <i>the prophet</i>	
	Profeti <i>The Prophet</i>	i <i>(plural direct object)</i>	mohoi <i>he/she/it rejected</i>	profetët <i>the prophets</i>	
	Ungjilli <i>The gospel</i>		lexoi <i>he/she/it read</i>	Biblën <i>the Bible</i>	
	Njerëzit <i>The people</i>		përktheu <i>he/she/it translated</i>	kishën <i>the church</i>	
			mohuan <i>they rejected</i>		
			vranë <i>they killed</i>		

?

A i mohuan njerëzit profetët?

Did the people reject the prophets?

Po, njerëzit i mohuan profetët.

Yes, people rejected the prophets.

Scenario

Rindi is a strong believer of the Catholic Church. He also believes that the Pope has the actual power to guide the church which Christ established. You and your companion are street contacting. As he walks by you, Rindi hears you teaching somebody about the prophet Joseph Smith. Rindi hears the word prophet and he quickly comes to talk to you. Prepare a short message based on what you know about Rindi. Use your board displays and other grammar principles that you may know to teach.

1. Practice: In pairs, one missionary will take the role of Rindi and the other fill the role of the missionary. Teach about the message of the Restoration, and, as appropriate, testify, invite, and promise blessings.

2. Re-practice: Switch roles and teaching companions and repeat the practice activity.

Additional Scenario(s)

Share with your companion useful scriptures to help Rindi understand the apostasy, the restoration of the priesthood, and the Book of Mormon.

Nominative Possessive Adjectives

A
(?)
Po,
Yes,
Jo,
No,

Profeti <i>The prophet</i>		është <i>is</i>	mësuesi <i>teacher</i>	ynë. <i>our.</i>
Jezu Krishti <i>Jesus Christ</i>			Ati <i>Father</i>	im/ime <i>my</i>
Perëndia <i>God</i>	nuk <i>not</i>	është <i>is</i>	Shpëtimtari <i>Savior</i>	yt/jote <i>your</i>
Fryma e Shenjtë <i>The Holy Ghost</i>			Shëlbuesi <i>redeemer</i>	i tij/ e saj <i>his/her</i>
Profeti <i>The prophet</i>			miku <i>friend</i>	i tyre/e tyre <i>their</i>
			drejtuesi <i>guide</i>	
			mësuesi <i>teacher</i>	

?

A është Perëndia Ati im?

Is God my father?

Po, Perëndia është Ati yt.

Yes, God is your father.

A është Fryma e Shenjtë drejtuesi ynë?

Is the Holy Ghost our guide?

Po, Fryma e Shenjtë është drejtuesi ynë.

Yes, the Holy Ghost is our guide.

When changing a statement into a question, the subject follows the verb.

Scenario

Gjergji is in his mid-twenties and is walking down the street with his girlfriend Shpresa. You and your companion are street contacting. As you approach the couple and begin talking with them you soon ask, “Who do you believe God and Jesus Christ to be?” Gjergji says he doesn’t know while Shpresa says she believes that they are the same person. Prepare a short message about the Godhead and teach it to them. Use your board displays and other grammar principles that you may know to teach.

1. Practice: In pairs, one missionary will take the role of Gjergji and Shpresa and the other will fill the role of the missionary. Teach about God, Jesus Christ, and the Holy Ghost. As appropriate, testify, invite, and promise blessings.
2. Re-practice: Switch roles and teaching companions and repeat the practice activity.

Additional Scenario(s)

Share with your companion useful scriptures to help Gjergji and Shpresa understand the apostasy, the restoration of the priesthood, and the Book of Mormon.

Nominative Pronouns

A
(?)
Po,
Yes,
Jo,
No,

Ai <i>He</i>	i <i>(plural direct object)</i>	thërriti <i>called</i>	profetët. <i>the prophets.</i>
Unë <i>I</i>	Ne <i>We</i>	mësova <i>I taught/learned</i>	ungjillin <i>the gospel</i>
Ti <i>You (singular)</i>	Ju <i>You (plural)</i>	lexova <i>I read</i>	profetin/profetët <i>the prophet/prophets</i>
Ai/Ajo <i>He/She/It</i>	Ata/Ato <i>They (masc/fem)</i>	ndoqa <i>I followed</i>	Biblën <i>the Bible</i>
	i <i>(plural direct object)</i>	mësove <i>you(s) taught/learned</i>	Librin e Mormonit <i>the Book of Mormon</i>
		studiove <i>you(s) studied</i>	kishën <i>the church</i>
		more <i>you(s) received</i>	Jozef Smithin <i>Joseph Smith</i>
		rivendosi <i>he/she/it restored</i>	shkrimet e shenjta <i>the scriptures</i>
		përktheu <i>he/she/it translated</i>	
		lexoi <i>he/she/it read</i>	
		thërriti <i>he/she/it called</i>	
		mësuam <i>we taught/learned</i>	
		lexuam <i>we read</i>	
		ndoqëm <i>we followed</i>	
		mësuat <i>you(p) taught</i>	
		studiuat <i>you(p) studied</i>	
		morët <i>you(p) received</i>	
		rivendosën <i>they restored</i>	
		përkthyen <i>they translated</i>	
		lexuan <i>they read</i>	
		thërritën <i>they called</i>	

?

A e mësuam ata ungjillin?

Did they teach the gospel?

Po, ata e mësuam ungjillin.

Yes, they taught the gospel.

A e lexoi ai Biblën?

Did he read the Bible?

Po, ai e lexoi Biblën.

Yes, he read the Bible.

Scenario

One of your investigators (Genci) has brought a friend (Urim) to church with him for a mutual activity. Urim has heard of the Book of Mormon from Genci and Urim wants to know if it is true. Use your resources to teach Urim about the Book of Mormon. Use your board displays and other grammar principles that you may know to teach.

1. Practice: In pairs, one missionary will take the role of Urim and the other will fill the role of the missionary. Teach about the Book of Mormon. As appropriate, testify, invite, and promise blessings.
2. Re-practice: Switch roles and teaching companions and repeat the practice activity.

Additional Scenario(s)

With your companion evaluate and reteach each other.

Accusative Case

	Perëndia <i>God</i>	i <i>(plural accusative clitic)</i>	thirri <i>called</i>	profetët. <i>the prophets.</i>	
A* <i>(Question)</i>	Jezu Krishti <i>Jesus Christ</i>	e <i>(singular accusative clitic)</i>	thirri <i>(he) called</i>	ungjillin <i>the gospel</i>	?
Po, <i>Yes,</i>	Perëndia <i>God</i>	nuk	rivendosi <i>(he) restored</i>	profetin <i>the prophet</i>	
Jo, <i>No,</i>	Jozef Smithi <i>Joseph Smith</i>	i <i>(plural accusative clitic)</i>	mësoi <i>(he) taught</i>	Biblën <i>the Bible</i>	
	Profeti <i>The Prophet</i>		lexoi <i>(he) read</i>	kishën <i>the church</i>	
			përktheu <i>(he) translated</i>	profetët <i>the prophets</i>	
				shkrimet e shenjta <i>the scriptures</i>	

A i mohuan njerëzit profetët?

Did the people reject the prophets?

Po, njerëzit i mohuan profetët.

Yes, the people rejected the prophets.

A e lexoi Jozef Smithi Biblën?

Did Joseph Smith read the Bible?

Po, Jozef Smithi e lexoi Biblën.

Yes, Joseph Smith read the Bible.

*When changing a statement into a question, the subject follows the verb.

Scenario

You are teaching the message of the restoration to Besim who is ten years old. You and your companion have not talked to him about the apostasy, prophets, or Joseph Smith. Teach about apostasy and the prophet Joseph Smith. Use the board display and other materials to help you teach.

1. Practice: In pairs, one missionary will take the role of Besim and the other will fill the role of the missionary. Teach about apostasy and the prophet Joseph Smith and, as appropriate, testify, invite, and promise blessings.

2. Re-practice: Switch roles and teaching companions and repeat the practice activity.

Additional Scenario(s)

Discuss with your companion how you would you teach principles from the pamphlet. Review the Restoration pamphlet and explain what it teaches to an investigator.

Accusative Prepositions

	Jezu Krishti <i>Jesus Christ</i>		e dha jetën e tij <i>gave his life</i>	për <i>for</i>	ne. <i>us.</i>
A* <i>(Question)</i>	Perëndia <i>God</i>	nuk <i>(not)</i>	flet <i>(he/she) speaks</i>	për <i>for, about</i>	Masculine Accusative Endings Zot/in/ë/ët
Pse* <i>Why</i>	Jezu Krishti <i>Jesus Christ</i>		vdìq <i>(he/she) died</i>	në <i>in, to</i>	the Lord ungji-ll/llin/j/jt
Kur* <i>When</i>	Profeti <i>The Prophet</i>		mësoi <i>(he/she) taught</i>	deri <i>until</i>	the gospel njer-i/iun/ ëz/ëzit
Po, <i>Yes</i>	Zoti <i>The Lord</i>		ka folur <i>(he/she) has spoken</i>	mbi <i>over, beyond</i>	the people Krisht/in
Jo, <i>No,</i>			erdhi <i>(he/she) came</i>	nëpër <i>throughout</i>	Christ pagëzim/in/e/et
			e dha jetën e tij <i>(he/she) gave his life</i>		baptism Feminine + Accusative Endings
					tok-ë/ën/a/at <i>the earth</i>
					Amerik-ë/ën <i>America</i>

?

A flet profeti për Zotin?

Does the prophet speak the Lord?

Po, profeti flet për Zotin.

Yes, the prophet speaks for the Lord.

*When changing a statement into a question, the subject follows the verb.

Scenario

Eltom, who comes from a Muslim family, is 23 years old and is seeking for the truth. Teach Eltom about the Savior and the Atonement in the context of the message of the Restoration. Use the board display and other materials to help you teach.

1. Practice: In pairs, one missionary will take the role of Eltom and the other will fill the role of the missionary. Teach about prophets and Jesus Christ and, as appropriate, testify, invite, and promise blessings.

2. Re-practice: Switch roles and teaching companions and repeat the practice activity.

Additional Scenario(s)

Prepare a five minute talk on the message of restoration and share it with your companion.

Accusative Pronouns and Clitics

A*
(Question)

Kush

Who

Po,

Yes,

Jo,

No,

Perëndia <i>God</i>	e <i>(him)</i>	vizitoi <i>visited</i>	atë (Joseph Smith). <i>him.</i>	
Jozef Smithi <i>Joseph Smith</i>	më <i>me</i>	na <i>us</i>	mua <i>me</i>	ne <i>us</i>
Djali <i>The boy</i>	të <i>you (singular)</i>	ju <i>you (plural)</i>	ty <i>you (singular)</i>	ju <i>you (plural)</i>
Perëndia <i>God</i>	e <i>him/her/it</i>	i <i>them</i>	atë <i>him/her/it</i>	ata/ato <i>them (masc/fem)</i>
Profeti <i>The prophet</i>		pa <i>he/she saw</i>		
Zoti <i>The Lord</i>		ka ndihmuar <i>he/she has helped</i>		
Ai <i>He</i>		ka bekuar <i>he/she has blessed</i>		
Ajo <i>She</i>				

?

A i pa Jozefi ata?

Did Joseph see them?

Po, Jozefi i pa ata.

Yes, Joseph saw them.

A të ka ndihmuar Zoti ty?

Has God helped you?

Po, Zoti më ka ndihmuar mua.

Yes, God has helped me.

*When changing a statement into a question, the subject follows the verb.

Scenario

Ardian, who is a 15-year-old recent convert, asks you to help him with the talk he has to give on Sunday. His talk is on Joseph's first vision. Teach Ardian about the Restoration and help him understand Joseph's prayer, prophets, and the Book of Mormon. Use the board display and other materials to help you teach.

1. Practice: In pairs, one missionary will take the role of Ardian and the other fill the role of the missionary. Teach about the apostasy and the prophet Joseph Smith, and, as appropriate, testify, invite, and promise blessings.
2. Re-practice: Switch roles and teaching companions and repeat the practice activity.

Additional Scenario(s)

Prepare a five minute talk on the message of restoration and share it with your companion.

Accusative Possessive Adjectives

A*
(Question)
Kur*
When
Pse*
Why
Po,
Yes,
Jo,
No,

Ne <i>We</i>		jetojmë <i>live</i>	me <i>with</i>	vëllain <i>brother</i>	tonë. <i>our.</i>	
Unë <i>I</i>	Ne <i>We</i>	jetoj <i>I live</i>		vëllain <i>brother</i>	Singular	
Ti <i>You (singular)</i>	Ju <i>You (plural)</i>	flas <i>I speak</i>		motrën <i>sister</i>	tim/time <i>my</i>	tonë <i>our</i>
Ai / Ajo <i>He/She/It</i>	Ata/Ato <i>They (Masc/fem)</i>	punoj <i>I work</i>	me <i>with</i>	atin <i>father</i>	tënd/tënde <i>your</i>	tuaj <i>your</i>
		lexoj <i>I read</i>		babin <i>dad</i>	[art.] tij/saj <i>his/her</i>	[art.] tyre <i>their</i>
		rri <i>I stay</i>		nënë <i>mother</i>	Plural	
		studioj <i>I study</i>		familjën <i>the family</i>	[art.] mi/mia <i>my</i>	tanë/tona <i>our</i>
					[art.] tu/tua <i>your</i>	tuaj/tuaja <i>your</i>
					[art.] tij/saj <i>his/her</i>	[art.] tyre <i>their</i>

?

A studiojnë ato me motrën e tyre?

Do they study with their sister?

Po, ato studiojnë me motrën e tyre.

Yes, they study with their sister.

*When changing a statement into a question, the subject follows the verb.

Scenario

Krenar, who is a 23-year-old investigator, is telling you about one of his friends who might be interested in learning about the Gospel. Ask Krenar about his friend.

1. Practice: In pairs, one missionary will take the role of Krenar and the other will fill the role of the missionary. Ask about Krenar's friend and try to learn as much as possible about his family situation.
2. Re-practice: Switch roles and teaching companions and repeat the practice activity.

Additional Scenario(s)

Ask your companion about his/her life before starting his/her mission.

A
(Question)
Po,
Yes,
Jo,
No,

Krishti <i>Christ</i>	ka <i>has</i>	vuajtur <i>suffered</i>	për mëkatet e botës. <i>for the sins of the world.</i>
Jezu Krishti <i>Jesus Christ</i>	ka <i>has</i>	përgatitur <i>prepared</i>	një plan për ne <i>a plan for us</i>
Biri i Perëndisë <i>The Son of God</i>	shlyer <i>atoned</i>		një mënyrë të kthehemi te ai <i>a way to return to him</i>
Krishti <i>Christ</i>	bërë <i>done/made</i>		një mënyrë të shpëtohemi <i>a way for us to be saved</i>
	vdekur <i>died</i>		për mëkatet e botës <i>for the sins of the world</i>
	vuajtur <i>suffered</i>		vullnetin e Perëndisë <i>will of God</i>
			për ne <i>for us</i>

?

A ka vuajtur Krishti për ne?

Has Christ suffered for us?

Po, Krishti ka vuajtur për ne.

Yes, Christ has suffered for us.

Scenario

You and your companion tracked into Fatjoni. You are in his house getting to know him before you teach. You discover that Fatjoni used to be Muslim by lineage, but he doesn't believe in that religion. Teach Fatjoni about Jesus Christ, and the reason Christ died for us, because he doesn't understand why it was necessary. Use your board displays and other grammar principles that you may know to teach.

1. Practice: In pairs, one missionary will take the role of Fatjoni and the other will fill the role of the missionary.

Teach about the Atonement, and, as appropriate, testify, invite, and promise blessings.

2. Re-practice: Switch roles and teaching companions and repeat the practice activity.

Additional Scenario(s)

With your companion discuss what scriptures to use to help Fatjoni gain a testimony of the Savior. Then share those scriptures in the mission language with Fatjoni.

Present Continuous with Duke

A
(Question)
Po,
Yes,
Jo,
No,

Ata janë <i>They are</i>	duke <i>(makes continuous)</i>	ardhur <i>coming</i>	në kishë. <i>to church.</i>
Ata kanë qenë <i>They have been</i>		ardhur <i>coming</i>	në kishë <i>to church</i>
Kanë qenë <i>Have they been</i>	duke <i>(makes continuous)</i>	mos ndjekur <i>(not) following</i>	urdhërimet <i>the commandments</i>
Ka qenë <i>Has he/she been</i>		mbajtur <i>keeping</i>	fjalën e urtësisë <i>the word of wisdom</i>
Ata janë <i>They are</i>		u lutur <i>praying</i>	ditën e Shabatit të shenjtë <i>the Sabbath day holy</i>
Ajo është <i>She is</i>		lexuar <i>reading</i>	rreth Librit të Mormonit <i>about the Book of Mormon</i>
			Librin e Mormonit <i>the Book of Mormon</i>

?

A janë duke e lexuar Librin e Mormonit përditë?

Are they reading the Book of Mormon every day?

Po, ata janë duke e lexuar Librin e Mormonit përditë.

Yes, they are reading the Book of Mormon every day.

Scenario

In a correlation meeting you are called by the branch president to give a report on your progress in areas such as progressing investigators, new investigators, potential investigators, and less-active members whom you have visited for that week. Inform the branch mission leader of their progress and needs. Use your board displays and other grammar principles that you may know to teach.

1. Practice: In pairs, one missionary will take the role of branch mission leader and the other will fill the role of the missionary.
2. Re-practice: Switch roles and teaching companions and repeat the practice activity.

Additional Scenario(s)

Present Continuous with Po

A
(Question)
Po,
Yes,
Jo,
No,

A <i>Are</i>	po i <i>(continuous)</i>	mbajnë <i>they keeping</i>	zotimet e tyre? <i>commitments theirs?</i>
nuk <i>(not)</i>	po <i>(makes continuous)</i>	mbajnë <i>they keep</i>	ditën e Shabatit të shenjtë <i>the Sabbath day holy</i>
		mban <i>he/she keeps</i>	ligjin e së dhjetës <i>the law of tithing</i>
		lexojnë <i>they read</i>	fjalën e urtësisë <i>the word of wisdom</i>
		takohen <i>they meet</i>	Librin e Mormonit <i>the Book of Mormon</i>
		takohet <i>he/she meets</i>	në kishë <i>to church</i>
		vijnë <i>they come</i>	me ju rregullisht <i>with you regularly</i>

?

A po ka ndonjë probleme me fjalën e urtësisë?

Is he having any problems with the word of wisdom?

Jo, ai nuk po ka ndonjë probleme me atë urdhërim.

No, he is not having any problems with that commandment.

Scenario

In a correlation meeting you are called by the branch president to give a report on your progress in areas such as progressing investigators, new investigators, potential investigators, and less-active members whom you have visited for that week. Inform the branch mission leader of their progress and needs. Use your board displays and other grammar principles that you may know to teach.

Additional Scenario(s)

To Have “Kam”

A
(Question)
Po,
Yes,
Jo,
No,

Unë <i>I</i>	Ne <i>we</i>	nuk <i>not</i>	kam <i>have</i>	kemi <i>have</i>	besim në Krisht. <i>faith in Christ.</i>
Unë <i>I</i>	Ne <i>we</i>		kam <i>have</i>	kemi <i>have</i>	një dëshmi <i>a testimony</i>
Ti <i>you</i>	Ju <i>you (pl)</i>		ke <i>have</i>	keni <i>have</i>	shkrimet e shenjta <i>scriptures</i>
Ai/Ajo <i>he/she</i>	Ata/Ato <i>they</i>		ka <i>has</i>	kanë <i>have</i>	dëshirë për besim <i>a desire for faith</i>
					Frymën e Shenjtë <i>the Holy Ghost</i>
					dashuri <i>love</i>
					besim në Krisht <i>faith in Christ</i>

?

A ka ai bësime në Krisht?

Has he faith in Christ?

Po, ai ka bësime në Krisht.

Yes, he has faith in Christ.

Jo, ai nuk ka bësime në Krisht.

No, he does not have faith in Christ.

A i kanë ata shkrimet e shenjta?

Do they have the scriptures.

Po, ata i kanë shkrimet e shenjta

Yes, they have the scriptures.

Jo, ata nuk i kanë shkrimet e shenjta.

No, they don't have the scriptures.

When changing a statement into a question, the subject follows the verb.

Scenario

In a correlation meeting you are called by the branch president to give a report on your progress on areas such as progressing investigators, new investigators, potential investigators, and less-active members whom you have visited that week. Inform the members in the meeting of their progress and needs. Use your board displays and other grammar principles that you may know to teach.

1. Practice: In pairs, one missionary will take the role of branch president and the other fill the role of the missionary. Give the report, as appropriate, testify, invite, and promise blessings to the members of the branch for missionary work.
2. Re-practice: roles and teaching companions and repeat the practice activity.

Additional Scenario(s)

INSTRUCTIONS:

Identify whether the following sentences are definite or indefinite. Definite sentences identify a specific object such as The Book of Mormon. Indefinite sentences do not distinguish one object from a group of similar objects such as A Book of Mormon.

1. I read the scriptures.
2. You prayed to God.
3. We saved our money.
4. She felt the Spirit.
5. You (all) tried to listen.
6. They thought about the doctrine.
7. We partook of the sacrament.
8. You ate the bread and water.
9. You felt something in your heart?
10. We wrote this letter.
11. God blessed you.
12. Joseph Smith saw a vision.
13. Joseph Smith saw God and Christ.
14. You (all) experienced something.
15. God withdrew His authority.
16. You showed your faith.
17. They did not believe in God.
18. They rejected God.
19. They stoned many prophets.
20. They lead the people.
21. We taught many people.
22. We studied the Book of Mormon.
23. Joseph read from the Bible.
24. Christ called apostles.
25. Christ anointed his followers.
26. Nephi wrote this book.
27. Alma wrote that book.
28. Mormon compiled each book.
29. We followed Christ.
30. You (all) wanted to come to earth.
31. You (all) chose to come to earth.
32. I left my worldly possessions.
33. We spoke with your friend, Tibor.
34. When you prayed, you experienced God's love.
35. When we went to church, you experienced a miracle.
36. You felt the Spirit of God.
37. They searched for God's church.
38. We enjoyed every minute.
39. We read every verse slowly and carefully.
40. God blessed all his children.
41. He gave us wonderful gifts.
42. He gave us the Spirit.
43. Christ created the earth.
44. Christ created every animal on the earth.
45. God created us in His image.
46. We noticed something.
47. We noticed than you are unhappy.
48. We prayed for you.
49. We found these scriptures for you.
50. We read these scriptures, and thought about you.

A*
(?)
Po,
Yes,
Jo,
No,

Ne mund të takohemi <i>We can we meet</i>	në orën dhjetë <i>at ten</i>			në mëngjes. <i>in the morning.</i>
Ne mund të takohemi <i>We can meet</i>	në orën katër <i>at four o'clock</i>	një	<i>one</i>	mbasdite <i>PM</i>
Ne kemi kishë <i>We have church</i>	në orën pesë <i>at five o'clock</i>	dy	<i>two</i>	paradite <i>AM</i>
Mbledhja është <i>The meeting is</i>	në orën shtatë e gjysëm <i>at seven thirty</i>	tre	<i>three</i>	në mëngjës <i>in the morning</i>
Pagëzimi fillon <i>The baptism begins</i>	në orën shtatë e gjysëm <i>at seven thirty</i>	katër	<i>four</i>	në darkë <i>at night</i>
	në orën shtatë e gjysëm <i>at seven thirty</i>	pesë	<i>five</i>	
	në orën shtatë e gjysëm <i>at seven thirty</i>	gjashtë	<i>six</i>	
	në orën nëntë pa dhjetë <i>at eight fifty</i>	shtatë	<i>seven</i>	
	në orën nëntë pa dhjetë <i>at eight fifty</i>	tetë	<i>eight</i>	
	në orën dy e çerek <i>At two fifteen</i>	nentë	<i>nine</i>	
	në orën dy e çerek <i>At two fifteen</i>	dhjetë	<i>ten</i>	

?

A është mbledhja në orën shtatë e gjysëm në darkë?

Is the meeting at seven thirty at night?

Po, mbledhja është në orën shtatë e gjysëm në darkë.

Yes, the meeting is at seven thirty at night.

*When changing a statement into a question, the subject follows the verb.

Scenario

Set up an appointment with an investigator that you just talked to on the street.

1. Practice: In pairs, one missionary will take the role of the investigator and the other will fill the role of the missionary.
2. Re-practice: Switch roles and repeat the practice activity.

Additional Scenario(s)

Dative Pronouns and Clitics

?

A*
(Question)
Kush*
Who
Ç'farë*
What
Pse*
Why
Si*
How
Kur*
When

Perëndia	i		foli	atij (Joseph Smith).	
God	(to him)		spoke	to him.	
Jozef Smithi	më	na	dha	mua	neve
Joseph Smith	to me	to us	he/she gave	to me	to us
Djali	të	ju	tregoi	ty	juve
The boy	to you(s)	to you	he/she showed	to you (singular)	to you (plural)
Perëndia	i	u	mësoi	atij/asaj	atyre
God	to him/her/it	to them	he/she taught	to him/her/lt (masc/fem)	to them
Profeti			zbuloi		
The prophet			he/she revealed		
Zoti			foli		
God			he/she spoke		
Ai					
He					
Ajo					
She					

A i foli Zoti atij?
Did God speak to him?
Po, Zoti i foli atij.
Yes, God spoke to him.

Cfarë u mësoi profeti atyre?
What did the prophet teach to them?
Profeti u mësoi atyre pendim.
The prophet taught repentance to them.

*When changing a statement into a question, the subject follows the verb.

Scenario

You and your companion are teaching Genti about the question Joseph had of which church is true, and Joseph's first prayer. Use your board displays and other grammar principles that you may know to teach.

1. Practice: In pairs, one missionary will take the role of Genti and the other will fill the role of the missionary. Teach Genti about Joseph's confusion, his prayer and the answer he received.

2. Re-practice: Switch roles and teaching companions and repeat the practice activity.

Additional Scenario(s)

Discuss with your companion what scriptures could be used to help Genti understand that many prophets have had manifestations from the Lord.

Zoti <i>The Lord</i>	i <i>clitic (to him)</i>		tregoi <i>showed</i>	atij. <i>to him.</i>
Zoti <i>The Lord</i>	Accusative Clitic		tregoi <i>showed (he/she)</i>	Accusative Pronoun
Jozef Smithi <i>Joseph Smith</i>	më <i>me</i>	na <i>us</i>	dha <i>gave (he/she)</i>	mua <i>me</i> ne <i>us</i>
Jezu Krishti <i>Jesus Christ</i>	të <i>you</i>	ju <i>you</i>	tha <i>said (he/she)</i>	ty <i>you</i> ju <i>you</i>
Një profet i gjallë <i>A living prophet</i>	e <i>him/her/it</i>	i <i>them</i>	përktheu <i>translated (he/she)</i>	atë <i>him/her/it</i> ata/ato <i>them</i>
Ai/Ajo <i>He/She</i>	Dative Clitic		drejtoi <i>guided (he/she)</i>	Dative Pronoun
	më <i>to me</i>	na <i>to us</i>		mua <i>to me</i> neve <i>to us</i>
	të <i>to you</i>	ju <i>to you</i>		ty <i>to you</i> juve <i>to you</i>
	i <i>to him/her/it</i>	u <i>to them</i>		atij/asaj <i>to him/her/it</i> atyre <i>to them</i>

?

A i tregoi Zoti sesi ta rivendoste kishën?

Did God show him how to restore the church?

Po, Zoti i tregoi sesi ta rivendoste kishën.

Yes, God showed him how to restore the church.

Scenario

One of your investigators (Genci) has brought a friend (Urim) to church with him for a mutual activity. Urim has heard of the Book of Mormon from Genci and Urim wants to know if it is true. Use your resources to teach Urim about the Book of Mormon.

1. Practice: In pairs, one missionary will take the role of Urim and the other will fill the role of the missionary. Teach Urim about the Joseph Smith and Book of Mormon.

2. Re-practice: Switch roles and teaching companions and repeat the practice activity.

Additional Scenario(s)

Discuss with your companion what scriptures could be used from the Book of Mormon to help Urim gain a testimony of it.

A
(Question)
Po,
Yes,
Jo,
No,

Moroni <i>Moroni</i>	ia (clitic)	tregoi <i>showed</i>	fletët Jozef Smithit. <i>the plates to Joseph Smith.</i>
Perëndia <i>God</i>		dha <i>he/she gave</i>	urdhërimet e tij neve <i>his commandments to us</i>
Jozef Smithi <i>Joseph Smith</i>	ia	mori <i>he/she took</i>	fletët kodrës Kumorah <i>the plates from the Hill Cumorah</i>
Gjon Pagëzori <i>John the Baptist</i>	na i	përktheu <i>he/she translated</i>	Jozef Smithit priftërinë Aarone <i>Joseph Smith the Aaronic Priesthood</i>
			fletët neve <i>the plates for us</i>

?

Dat.+Acc.(sing.) = Combined it to me, it to you, etc.	Dat.+Acc.(plur.)= Combined them to me, them to you etc.
më + e = ma	më + i = m'i
të + e = ta	të + i = t'i
i + e = ia	i + i = ia
na + e = na e	na + i = na i
ju + e = jua	ju + i = jua
u + e = ua	u + i = ua

Perëndia ua dërgon misionarët e tij te gjithë njerëzve.
God sends his missionaries to all people.

Profeti ia tregon botës vullnetin e Perëndisë.
The Prophet shows the world the will of God.

Scenario

You and your companion are teaching Beni about the Aaronic priesthood in his house. Lina, Beni's mother (who was not interested at first), asks you what the Aaronic Priesthood is. Teach a short lesson about the Aaronic Priesthood and how it was restored. Use your board displays and other grammar principles that you may know to teach.

1. Practice: In pairs, one missionary will take the role of Lina and the other will fill the role of the missionary.
2. Re-practice: Switch roles and teaching companions and repeat the practice activity.

Additional Scenario(s)

Discuss with your companion what scriptures could be used from the Book of Mormon and the Bible to help Lina understand what the functions of the Aaronic Priesthood are.



INSTRUCTIONS:

Identify whether the verbs in the following sentences are reflexive or active verbs. Reflexive verbs in English are a combination of a “to be” verb such as “am” or “are,” and another verb. In Albanian, this combination becomes one reflexive verb. In the first few lines, the reflexive verbs are underlined.

1. Christ was baptized by John the Baptist.
2. We partook of the Sacrament.
3. She felt the Spirit.
4. God withdrew his authority.
5. The Book of Mormon was translated by Joseph Smith.
6. We can be guided by the Spirit.
7. By means of the Atonement we can be freed from the burden of sin.
8. Families are ordained of God.
9. The teachings of the Prophets are found in the Scriptures.
10. It is only through Christ that we can be saved.
11. You showed your faith.
12. Will you be baptized?
13. Adam was the first prophet and was succeeded by other prophets.
14. Each prophet was called by God to begin a new dispensation.
15. Christ was rejected and crucified by the people.
16. They rejected God.
17. Without the Apostles, over time the doctrines became corrupted.
18. During the Apostasy many truths were taken from the Scriptures.
19. During the Great Apostasy many ordinances were changed or were lost.
20. Mormon compiled each book.
21. The Church of Christ would again be restored to the Earth.
22. Heavenly Father and Jesus Christ appeared to Joseph Smith.
23. Christ created the Earth.
24. Will you read the Book of Mormon?
25. God loves us today.
26. We chose to follow Christ.
27. The Church was organized.
28. I left my worldly possessions.
29. He gave us His Spirit.
30. We enjoyed every minute.
31. We will all be resurrected.
32. He read every verse carefully.
33. They interpreted the Bible differently.
34. God has always sent Prophets.
35. We have a living Prophet today.
36. The Prophet was called by God.
37. Moroni visited Joseph.
38. God gave us wonderful gifts.
39. The Gifts of God are given to those that seek for them.
40. God created us in His image.
41. Joseph Smith saw a vision.
42. A vision was given to him.
43. They all taught different principles.
44. Alma wrote that book.
45. His words were heard by many.
46. The Atonement was made for us.
47. You showed your faith.
48. This book was written by Nephi.
49. We will be judged by God.
50. We must all be baptized.

Passive Reflexive Verbs

A*
(Question word)
Kush*
Who
Kur*
When
Po,
Yes,
Jo,
No,

Ne <i>We</i>		do të <i>will</i>	gjykohemi <i>be judged</i>			nga Perëndia <i>by God.</i>	
Unë <i>I</i>	Ne <i>we</i>	nuk <i>(not)</i>	gjyko(j)* <i>be judged</i>	-hem <i>I</i>	-hemi <i>we</i>	nga Perëndia <i>by God</i>	
Ti <i>you</i>	Ju <i>you</i>		do të <i>will</i>	ringjall <i>be resurrected</i>	+ -hesh <i>you</i>	-heni <i>you</i>	nëpërmjet Krishtit <i>through Christ</i>
Ai/Ajo <i>he/she/it</i>	Ata/Ato <i>they</i>		shpëto(j)* <i>be saved</i>	-het <i>he/she/it</i>	-hen <i>they</i>	nëpërmjet fuqisë së Perëndisë <i>through the power of God</i>	
			shëlbe(j)* <i>be redeemed</i>			me dashurinë e Jezu Krishtit <i>with the love of Jesus Christ</i>	
			beko(j)* <i>be blessed</i>			me drejtësinë e Perëndisë <i>with the justice of God</i>	
			ndihmo(j)* <i>be helped</i>			në mbretërinë e Perëndisë <i>in the Kingdom of God</i>	

?

A do të gjykohemi nga Perëndia?

Will we be judged by God?

Po, ne do të gjykohemi nga Perëndia.

Yes, we will be judged by God.

A do të ringjallemi ne të gjithë?

Will we all be resurrected?

Po, ne të gjithë do të ringjallemi.

Yes, we all will be resurrected.

*For passive reflexive, drop the j on the verb root and add the appropriate ending.
When changing a statement into a question, the subject follows the verb.

Scenario

You and your companion are teaching Arber, an inactive member, who has not been to church for over seven years. As you talk to Arber, you learn about the many struggles in Arber's life. You discover that he doesn't remember what we believe as members of the church. Ask questions to find out what is wrong in Arber's life and teach him a short lesson on the plan of salvation. Use your board displays and other grammar principles you know to use the Plan of Salvation to help Arber with his struggles.

1. Practice: In pairs, one missionary will take the role of Arber and the other fill the role of the missionary. Teach about Plan of Salvation, as appropriate, testify, invite, and promise blessings.

2. Re-practice: Switch roles and teaching companions and repeat the practice activity.

Additional Scenario(s)

With your companion make plans how to bring Arber back to church. You can include members from Elder's Quorum, Ward mission leader, etc.

Simple Past Passive Reflexive

Libri i Mormonit <i>The Book of Mormon</i>	u përkthye <i>was translated</i>	nga fuqia e Perendisë. <i>by the power of God.</i>
Kisha <i>The Church</i>	u rivendos <i>he/she/it was restored</i>	me anë të Jozef Smithit <i>by means of Joseph Smith</i>
Libri i Mormonit <i>The Book of Mormon</i>	u soll <i>he/she/it was brought forth</i>	nga fuqia e Perendisë <i>by the power of God</i>
Ungjilli <i>The Gospel</i>	u mohuan <i>they were rejected</i>	nga njerëzit <i>by the people</i>
Profetët <i>The Prophets</i>	u vranë <i>they were killed</i>	nga njerëz të ligj <i>by wicked people</i>
Jezu Krishti <i>Jesus Christ</i>	u kryqëzua <i>he/she/it was crucified</i>	nga profetë në kontinentin Amerikan <i>by prophets on the American Continent</i>
Apostujt <i>The Apostles</i>	u skruajt <i>he/she/it was written</i>	

?

A u rivendos Kisha nëpërmjet Jozef Smithit?

Was the Church restored through Joseph Smith?

Po, kisha u rivendos nëpërmjet Jozef Smithit.

Yes, the church was restored through Joseph Smith.

Scenario

In a correlation meeting you are called by the branch president to give a report on your progress in areas such as progressing investigators, new investigators, potential investigators, and less-active members whom you have visited that week. Inform the members in the meeting of their progress and needs. Use your board displays and other grammar principles that you may know to teach.

1. Practice: In pairs, one missionary will take the role of branch president and the other will fill the role of the missionary.
2. Re-practice: Switch roles and teaching companions and repeat the practice activity.

Additional Scenario(s)

Demonstratives

A*
(Question
word)
Po,
Yes,
Jo,
No,

Jozef Smithi <i>Joseph Smith</i>	deshi të dinte së cila nga të gjitha <i>wanted to know which one of all</i>	ato <i>those</i>					kisha ishte e vërtetë. <i>churches was true.</i>
Jozefi <i>Joseph</i>	mësoi që <i>he/she learned that</i>	<i>This</i> <i>masc/fem</i>	<i>That</i> <i>masc/fem</i>	<i>These</i> <i>masc/fem</i>	<i>Those</i> <i>masc/fem</i>		të vërteta humbën <i>truths were lost</i>
Unë <i>I</i>	e di që <i>know that</i>	<i>Nom.</i>	ky/kjo	ai/ajo	këta/këto	ata/ato	është e vetmja kishë e vërtetë <i>is the only true church</i>
Perëndia <i>God</i>	rivendosi <i>he/she restored</i>	<i>Acc.</i>	këtë	atë	këta/këto	ata/ato	fuqi tokës <i>powers to the earth</i>
	foli <i>spoke</i>	<i>G/A/D</i>	këtij/kësaj	atij/asaj	këtyre	atyre	autoritet tokës <i>authority to the earth</i>
							profeti <i>(to) prophet</i>
							profetëve <i>(to) prophets</i>

A është kjo e vetmja kishë e vërtetë?

Is this the only true church?

Po, kjo është e vetmja kishë e vërtetë.

Yes, this is the only true church.

Ky është biri im i dashur. Dëgjoje atë!

This is my beloved Son. Hear Him!

Scenario

Write 10 to 15 sentences and use them to teach your companion a short lesson about the Restoration and the power of prayer. Use your board displays and other grammar principles that you may know to teach.

1. Practice: In pairs, one missionary will take the role of investigator and the other fill the role of the missionary. Teach about the message of restoration, as appropriate, testify, invite, and promise blessings.

2. Re-practice: Switch roles and teaching companions and repeat the practice activity.

Additional Scenario(s)

With your companion discuss and share ways to use demonstratives in the message of restoration.

Possessive Adjectives

A*
(Question word)

Jezu Krishti <i>Jesus Christ</i>		është <i>is</i>	Shpëtimtari <i>Savior</i>	im. <i>my.</i>	
Jezu Krishti <i>Jesus Christ</i>			Shpëtimtari <i>the Savior</i>	im <i>my</i>	ynë <i>our</i>
Perëndia <i>God</i>	nuk <i>(not)</i>	është <i>is</i>	Shëlbuesi <i>the Redeemer</i>	yt <i>your</i>	juaj <i>your</i>
Fryma e Shenjtë <i>The Holy Ghost</i>			Ati <i>the Father</i>	[art.] tij/[art.] saj <i>his/her</i>	[art.] tyre <i>their</i>
Ky <i>This (masc.)</i>			shoku <i>the friend</i>		
			drejtuesi <i>the guide</i>		
			mësuesi <i>the teacher</i>		
			udhehëqësi <i>the leader / guide</i>		

?

A është Jezu Krishti shoku im?

Is Jesus Christ my friend?

Po, Jezu Krishti është shoku yt.

Yes, Jesus Christ is your friend.

A është Jezu Krishti ati im?

Is Jesus Christ my Heavenly Father?

Jo, Jezu Krishti nuk është ati yt.

No, Jesus Christ isn't your Heavenly Father.

*When changing a statement into a question, the subject follows the verb.

Scenario

You go to church on Sunday for the first time in your new area. The Branch President asks you to bear your testimony of Jesus Christ in sacrament meeting. He also tells you that you have 5 minutes to talk. Bear your testimony for 5 minutes including a story of how you gained a testimony of the Book of Mormon. Use your board displays and other grammar principles that you may know to teach.

1. Practice: Bear your testimony to your companion.
2. Re-practice: Switch roles and teaching companions and repeat the practice activity.

Additional Scenario(s)

In your study journal write a 10 minute talk on Jesus Christ. Include your testimony of Jesus Christ, the Book of Mormon, missionary work, etc.

Future Direct Object

***A**
(Question)
Po,
Yes,
Jo,
No,

Ne <i>We</i>		do të <i>will</i>	e* <i>(direct object)</i>	hamë <i>eat</i>		drekën. <i>lunch.</i>
Unë <i>I</i>	Ne <i>We</i>	do të <i>will</i>	e* <i>(direct object)</i>	ha <i>I will eat</i>	hamë <i>we will eat</i>	mëngjesin <i>breakfast</i>
Ti <i>You (singular)</i>	Ju <i>You (plural)</i>	mund të <i>can</i>		hash <i>you will eat</i>	hani <i>you will eat</i>	drekën <i>lunch</i>
Ai/Ajo <i>He/She/It</i>	Ata/Ato <i>They (masc/fem)</i>	duhet të <i>should</i>		hajë <i>he/she/it will eat</i>	hanë <i>they will eat</i>	darkën <i>dinner</i>
						frutën <i>the fruit</i>
				pi <i>I will drink</i>	pimë <i>we will drink</i>	lëng frutash <i>fruit juice</i>
				pish <i>you will drink</i>	pini <i>you will drink</i>	alkoolin <i>alcohol</i>
				pijë <i>he/she/it will drink</i>	pinë <i>they will drink</i>	kafen <i>coffee</i>
						duhanin <i>tobacco</i>
						drogat <i>drugs</i>

?

A do ta hani ju darkën?

Will you (pl.) eat dinner?

Po, ne do ta hamë darkën

Yes, we will eat dinner.

A mund të pi unë lëng frutash?

Can I drink fruit juice?

Po, ti mund të pish lëng frutash.

Yes, you (sing.) can drink fruit juice.

***Note:** When changing a statement into a question, the subject follows the verb.

***Të** and **e** will combine to form **ta**.

Scenario

Gimi, an investigator, has invited you over for dinner. As you go in the house you see the table filled with food. The investigator welcomes you and your companion and invites you to start eating. While eating, Gimi asks what you and your family eat for breakfast, lunch, and dinner. Use your board displays and other grammar principles and vocabulary that you know to answer Gimi's question.

1. Practice: In pairs, one missionary will take the role of Gimi and the other fill the role of the missionary. Share with Gimi what you and your family usually eat for different meals. Relate eating to the gospel and start teaching about the Word of Wisdom.

2. Re-practice: Switch roles and teaching companions and repeat the practice activity.

Additional Scenario(s)

Future/Subjunctive with OJ verbs

A*
(Question)
Pse*
Why
Kur*
When
Po,
Yes,
Jo,
No,

A do të <i>Will you</i>		pagëzohesh <i>be baptized</i>		më datë 26 shkurt? <i>on February 26th?</i>		?		
Unë <i>I</i>	Ne <i>We</i>	do të <i>will</i>	mos <i>(not)</i>	zbatoj <i>to keep</i>	+ subjunctive ending		me ne nesër <i>with us tomorrow</i>	
Ti <i>You (sing.)</i>	Ju <i>You (pl.)</i>			lexoj <i>to read</i>	oj <i>I</i>		ojmë <i>we</i>	urdhërimet e Zotit <i>the commandments of God</i>
Ai/Ajo <i>He/She/It</i>	Ata/Ato <i>They (masc/fem)</i>			takohem <i>to be met</i>	osh <i>you</i>		oni <i>you (pl.)</i>	ligjin e së dhjetës <i>the law of tithing</i>
				pagëzohem <i>to be baptized</i>	ojë <i>he/she</i>		ojnë <i>they</i>	fjalën e urtësisë <i>the Word of Wisdom</i>
								librin e Mormonit <i>the Book of Mormon</i>
				if reflexive, add these endings	mbas dy javësh <i>in two weeks</i>			
				hem <i>I</i>	hemi <i>we</i>			
				hesh <i>you</i>	heni <i>you (pl.)</i>			
				het <i>he/she</i>	hen <i>they</i>			

A do ta zbatosh ligjin e së dhjetës?

Will you keep the Law of Tithing?

Po, unë do ta zbatoj ligjin e së dhjetës.

Yes, I will keep the Law of Tithing.

*When changing a statement into a question, the subject follows the verb.

Scenario

Erlind is a very solid investigator. He has progressed so much that he has attended church twice, read the Book of Mormon up to 1st Nephi 17, and really likes the first few lessons that you have taught him. Prepare a short message of the importance of baptism and a powerful commitment for baptism. Use your board displays and other grammar principles that you may know to teach.

1. Practice: In pairs, one missionary will take the role of Erlind and the other will fill the role of the missionary. Teach about baptism and, as appropriate, testify, invite, and promise blessings.
2. Re-practice: Switch roles and teaching companions and repeat the practice activity.

Additional Scenario(s)

With your companion practice giving a different commitment invitation to Erlind.

A*
(Question)
Po,
Yes,
Jo,
No,

Ne lexojmë në Librin <i>We read in the Book</i>	e <i>of</i>	Mormonit. <i>Mormon.</i>
Ne jemi përfaqësues <i>We are representatives</i>	të <i>of</i>	Jezu Krishtit <i>Jesus Christ</i>
		Zotit <i>The Lord</i>
Ata janë anëtarët <i>They are the members</i>		Moronit <i>Moroni</i>
Kisha <i>The Church</i>	e <i>of</i>	Krishtit është rivendosur <i>Christ is restored</i>
Bibla është fjala <i>The Bible is the word</i>		Perëndisë <i>God</i>
Ne lexojmë në Librin <i>We read in the book</i>		Kishës së Jezu Krishtit <i>the Church of Jesus Christ</i>
		Almës <i>Alma</i>
Jozef Smithi ishte një profet <i>Joseph Smith was a prophet</i>	i <i>of</i>	ditëve të mëvonshme <i>the latter days</i>
		së vërtetës <i>the truth</i>

?

A është Bibla fjala e Perëndisë?

Is the Bible the Word of God?

Po Bibla është fjala e Perëndisë.

Yes the Bible is the Word of God.

*When changing a statement into a question, the subject follows the verb

Scenario

Rindi is a strong believer of the Catholic Church. He also believes that the Pope has the actual power to guide the Church Christ established. You and your companion are street contacting. As he walks by you, Rindi hears you teaching somebody about the prophet Joseph Smith. Rindi hears the word prophet and he quickly comes to talk to you. Prepare a short message based on what you know about Rindi. Use your board displays and other grammar principles that you may know to teach.

1. Practice: In pairs, one missionary will take the role of Rindi and the other will fill the role of the missionary. Teach about the message of the Restoration, and, as appropriate, testify, invite, and promise blessings.

2. Re-practice: Switch roles and teaching companions and repeat the practice activity.

Additional Scenario(s)

Share with your companion useful scriptures to help Rindi understand the apostasy, the restoration of the Priesthood, and the Book of Mormon.

Mbretëria Terrestriale <i>The Terrestrial Kingdom</i>	është më e ulët <i>is lower</i>	sesa <i>than</i>	Mbretëria Çelestiale. <i>The Celestial Kingdom.</i>
Mbretëria Çelestiale <i>The Celestial Kingdom</i>	është më e lartë <i>is higher</i>	sesa <i>than</i>	Mbretëria Çelestiale <i>The Celestial Kingdom</i>
Mbretëria Terrestriale <i>The Terrestrial Kingdom</i>	është më e ulët <i>is lower</i>	se <i>than</i>	Mbretëria Terrestriale <i>The Terrestrial Kingdom</i>
Mbretëria Telestiale <i>The Telestial Kingdom</i>	ka më shumë lavdi <i>has more glory</i>		Mbretëria Telestiale <i>The Telestial Kingdom</i>
Parajsa <i>Paradise</i>	është më e mirë <i>is better</i>		parajsa <i>paradise</i>
Burgu <i>Prison</i>	është më i keq/e keqe <i>is worse</i>		burgu <i>prison</i>

?

A është parajsa më e mirë se burgu?

Is paradise better than prison?

Po, parajsa është më e mirë se burgu.

Yes, paradise is better than prison.

*When changing a statement into a question, the subject follows the verb.

Scenario

On a beautiful Sabbath day you are assigned to teach the primary children about the three different kingdoms of glory. Teach them to distinguish the difference between the three and also explain to them what the qualifications for each kingdom are. Use your board displays and other grammar principles you know to teach the lesson.

1. Practice: In pairs, one missionary will take the role of a primary and the other will teach. Teach about the three different levels of glory and who will go there. Also, bear your testimony and close it with a prayer.

2. Re-practice: Switch roles and teaching companions and repeat the practice activity.

Additional Scenario(s)

Discuss with your companion what a good way is to teach children about the three different degrees of glory. Share scriptures with each other and practice ways they can be taught to children.

Ablative Prepositions

	Ne <i>We</i>	mund të shpetohemi <i>can be saved</i>	nëpërmjet <i>through</i>	Krishtit. <i>Christ.</i>	
A* <i>(Question)</i>	Ne <i>We</i>	mësojmë <i>we teach</i>	nëpërmjet <i>through</i>	Masculine Ablative Endings	
Kur* <i>When</i>	Ne të gjithë <i>We all</i>	do të ringjallemi <i>will be resurrected</i>	rreth <i>about</i>	Zot-i/it/ëve/ëve <i>God</i>	
Si* <i>How</i>		jetonim me Perëndinë <i>lived with God</i>	mbas <i>after</i>	ungji-lli/llit/ve/ve <i>the gospel</i>	
Po, <i>Yes,</i>		shkojmë në botën e shpirtave <i>go to the Spirit World</i>	përpara <i>before</i>	shkrim-i/it/eve/eve <i>the writings (scriptures)</i>	
Jo, <i>No,</i>		mund të shpetohemi <i>can be saved</i>		Krisht-i/it <i>Christ</i>	
		duhet të pendohemi <i>must repent</i>		pagëzim-i/it/eve/eve <i>baptism</i>	
				Feminine Ablative Endings	
				jet-e/ës/ave/ave <i>life</i>	
				vdekj-eje/es/eve/eve <i>death</i>	
				lindj-eje/es/eve/eve <i>birth</i>	

?

A jetonim ne të gjithë me Perëndinë para lindjes?

Did we all live with God before birth?

Po, ne të gjithë jetonim me Perëndinë para lindjes.

Yes, we all lived with God before birth.

*When changing a statement into a question, the subject follows the verb.

Scenario

You are street contacting and you start talking to Artan. In the conversation Artan tells you that his father just passed away. He also asks you, what happens when we die? Teach a short lesson about where we go after death, why are we on earth, and the pre-earth life. Use your board displays and other grammar principles that you may know to teach.

1. Practice: In pairs, one missionary will take the role of Artan and the other will fill the role of the missionary. Teach about the Plan of Salvation, and, as appropriate, testify, invite, and promise blessings.

2. Re-practice: Switch roles and teaching companions and repeat the practice activity.

Additional Scenario(s)

Discuss with your companion what scriptures could be used from the Book of Mormon to help Artan with his concern and how would you introduce the Book of Mormon to him.

***A**
(Question)
***Po,**
Yes,
***Jo,**
No
***Pse**
Why

Jozef Smithi <i>Joseph Smith</i>	e (Clitic)	mori thirrjen <i>received the calling</i>	për të qenë një profet. <i>to be a prophet.</i>
Jozef Smithi <i>Joseph Smith</i>		kishte dëshirë <i>had desire</i>	për të rivëndosur* <i>to restore</i>
Djali <i>The boy</i>		kishte mundësinë <i>had the opportunity</i>	për të mësuar* <i>to learn/teach</i>
Ai <i>He</i>		mori thirrjen <i>received the calling</i>	për të qenë një profet* <i>to be a prophet</i>
Moisiu <i>Moses</i>		kishte një punë <i>had a work</i>	për të bërë* <i>to do</i>
Abrahami <i>Abraham</i>			për ta gjetur të vërtetën* <i>to find the truth</i>
Adami <i>Adam</i>			për ti ndihmuar njerëzit* <i>to help the people</i>
Presidenti Monson <i>President Monson</i>			

?

A kishte Jozef Smithi një punë për të bërë?

Did Joseph Smith have a work to do?

Po, Jozefi kishte një punë për të bërë.

Yes, Joseph had a work to do.

A kishte Moisiu dëshirë për ti ndihmuar njerëzit?

Did Moses have desire to help the people?

Po, Moisiu kishte dëshirë për ti ndihmuar njerëzit.

Yes, Moses had desire to help the people.

**Për të changes to për ta when connected with a definite, singular, accusative noun.*

**Për të changes to për ti when connected with a definite, plural, accusative noun.*

**When changing a statement into a question, the subject follows the verb.*

Scenario

Rindi is a strong believer in the Catholic Church. He believes that the Pope has the power to guide the church that Christ established. You and your companion are street contacting. As he walks by you, Rindi hears you teaching somebody about the prophet Joseph Smith. He hears the word “prophet” and he quickly comes to talk to you. Prepare a short message to explain the role of prophets. Use your board displays and other grammar principles to teach.

1. Practice: In pairs, one missionary will take the role of Rindi and the other will fill the role of the missionary. Teach about the message of the Restoration and living prophets, and, as appropriate, testify, invite, and promise blessings.

2. Re-practice: Switch roles and teaching companions and repeat the practice activity.

Additional Scenario(s)

Share with your companion useful scriptures to help Rindi understand the need for living prophets.

Conditionals

	Bota u krijua <i>The world was created</i>	kështu <i>so</i>	që <i>that</i>	ne mund të <i>we could</i>	bëheshim më shumë si Krishti. <i>become more like Christ.</i>	
A* (?)	Ne u dërguam në tokë <i>We were sent to earth</i>				vinim në tokë <i>come to earth</i>	?
Kush* <i>Who</i>	Adami ra <i>Adam fell</i>	kështu <i>so</i>	që <i>that</i>	ne mund të <i>we could</i>	mësonim <i>learn</i>	
Pse* <i>Why</i>	Bota u krijua <i>The world was created</i>			ne do të <i>we would</i>	bëheshim më shumë si Krishti <i>become more like Christ</i>	
Po, <i>Yes,</i>	Kjo ndodhi <i>This happened</i>				merrnim një trup <i>receive a body</i>	
Jo, <i>No,</i>	Adami dhe Eva u dëbuan <i>Adam and Eve were cast out</i>				ndiqnim Krishtin <i>follow Christ</i>	

A u dërguam ne në tokë që të mund të mësonim?

Were we sent to earth so we could learn?

Po, ne u dërguam në tokë që të mund të mësonim.

Yes, we were sent to earth that we could learn.

*When changing a statement into a question, the subject follows the verb.

Scenario

You are street contacting and you start talking to Era. She has questions about the purpose of life.

1. Practice: In pairs, one missionary will take the role of Era and the other will fill the role of the missionary. Teach Era a short lesson about the creation, Adam and Eve, and our purpose on earth.
2. Re-practice: Switch roles and teaching companions and repeat the practice activity.

Additional Scenario(s)

Discuss with your companion what scriptures could be used from the Book of Mormon to help Era understand the purpose of life. Also, help Era understand the role of Book of Mormon in teaching us these important truths.

Adjectives

Mbretëria <i>The kingdom</i>	Telestiale <i>Telestial</i>	është mbretëria <i>is the kingdom</i>	më <i>most</i>	e ulët. <i>low.</i>	?
Mbretëria <i>The kingdom</i>	Çelestiale <i>Celestial</i>	është mbretëria <i>is the kingdom</i>	më <i>more/most</i>	i/e lartë <i>high</i>	
	Terrestriale <i>Terrestrial</i>			i/e mesëm <i>middle</i>	
	Telestiale <i>Telestial</i>			i/e ulët <i>low</i>	
Perëndia <i>God</i>	i përjetshëm/ e përjetshme <i>eternal</i>			sfidues/e <i>challenging</i>	
Krishti <i>Christ</i>	i pavdekshëm/ e pavdekshme <i>immortal</i>			shëlbues/e <i>redeeming</i>	
Ati <i>The Father</i>	i vdekshëm/ e vdekshme <i>mortal</i>			i gjithëfuqishëm/ e gjithëfuqishme <i>omnipotent</i>	
Plani <i>The plan</i>	i/e amshuar <i>everlasting</i>			i mrekullueshëm/ e mrekullueshme <i>miraculous</i>	
Ringjallja <i>The resurrection</i>	qiellor/e <i>heavenly</i>			i mëshirshëm/ e mëshirshme <i>merciful</i>	
Shlyerja <i>The Atonement</i>					
Jeta <i>The life</i>					

A është Mbretëria Çelestiale mbretëria më e lartë?

Is the Celestial Kingdom the highest kingdom?

Po, Mbretëria Çelestiale është mbretëria më e lartë

Yes, the Celestial Kingdom is the highest kingdom.

Scenario

You are street contacting and you start talking to Artan. In the conversation Artan tells you that his father just passed away. He also asks you, what happens when we die? Teach a short lesson about where we go after death, why are we on earth, and pre-earth life. Use your board displays and other grammar principles that you may know to teach.

1. Practice: In pairs, one missionary will take the role of Artan and the other fill the role of the missionary. Teach about Plan of Salvation and, as appropriate, testify, invite, and promise blessings.
2. Re-practice: Switch roles and teaching companions and repeat the practice activity.

Additional Scenario(s)

Discuss with your companion what scriptures could be used from the Book of Mormon to help Artan with his concern and how would you introduce the Book of Mormon to him.

-OJ	-AJ	PASSIVE/REFLEXIVE
adhuroj to worship	çaj to tear/split	anohem to complain
afroj to approach	gjuaj to kick/hunt	bindem to obey
banoj to dwell/live	shaj to insult	çohem to stand/wake up
bashkoj to join	thaj to dry	duhem to be needed
bisedoj to talk		kënaqem to be satisfied
çoj to send	-ES/AS	lagem to get wet
dalloj to distinguish	ndërpres to interrupt	lodhem to be worn out
dëshmoj to testify	paraqes to introduce	merrem to deal with
faiënderoj to thank	përkas to belong	pendohem to repent/regret
filloj to begin/start	trokas to knock	përkulem to bow
fitoj to win		qethem to get a haircut
kaloj to pass	-EJ	rrëzohej to slip/fall
kujtoj to remember/remind	kryej to complete	zemërohem to get angry
këndoj to sing	kthej to turn	
kërkoj to seek/ask	shpërblej to reward	
lajmëroj to announce	thyej to break	
lejoj to allow	vërej to notice	
lëshoj to release/drop		
mbaroj to finish		
mendoj to think		
mbroj to protect		
ndaloj to stop		
përballoj to face		
përfaqësoj to represent		
qëndroj to stay/stand		
rregulloj to fix		
shpjegoj to explain		
tregoj to show/tell		
theksoj to accent		
themeloj to establish		
uroj to wish		
zbuloj to discover/reveal		

Folje të Domosdoshme të Gjuhës Shqipe

jam - to be	Present			Simple			Imperfect		
PP: kam qenë	jam	jemi	qesh	qemë	isha	ishim			
C: jil jini!	je	jeni	qe	qetë	ishe	ishit			
F/S: do të jesh/jetë	është	janë	qe	qenë	ishte	ishin			
kam - to have									
PP: kam pasur	kam	kemi	pata	patëm	kisha	kishim			
C: kil kini!	ke	keni	pate	patët	kishe	kishit			
F/S: do të kesh/ketë	ka	kanë	pati	patën	kishte	kishin			
harroj - to forget									
PP: kam harruar	harroj	harrojmë	harrova	harruam	harroja	harronim			
C: harrol harroni!	harron	harroni	harrove	harruat	harroje	harronit			
F/S: do të harrosh/harrojë	harron	harrojnë	harroi	harruan	harronte	harronin			
jetoj - to live									
PP: kam jetuar	jetoj	jetojmë	jetova	jetuam	jetoja	jetonim			
C: jeto! jetoni!	jeton	jetoni	jetove	jetuat	jetoje	jetonit			
F/S: do të jetosh/jetojë	jeton	jetojnë	jetoi	jetuan	jetonte	jetonin			
lexoj - to read									
PP: kam lexuar	lexoj	lexojmë	lexova	lexuam	lexoja	lexonim			
C: lexo! lexoni!	lexon	lexoni	lexove	lexuat	lexoje	lexonit			
F/S: do të lexosh/lexojë	lexon	lexojnë	lexoi	lexuan	lexonte	lexonin			
mësoj - to teach/learn									
PP: kam mësuar	mësoj	mësojmë	mësova	mësuam	mësoja	mësonim			
C: mëso! mësoni!	mëson	mësoni	mësove	mësuat	mësoje	mësonit			
F/S: do të mësosh/mësojë	mëson	mësojnë	mësoi	mësuan	mësonte	mësonin			
besoj - to believe									
PP: kam besuar	besoj	besojmë	besova	besuam	besoja	besonim			
C: beso! besoni!	beson	besoni	besove	besuat	besoje	besonit			
F/S: do të besosh/besojë	beson	besojnë	besoi	besuan	besonte	besonin			
degjoj - to listen/hear									
PP: kam degjuar	degjoj	degjojmë	degjova	degjuam	degjoja	degjonim			
C: degjo! degjoni!	degjon	degjoni	degjove	degjuat	degjoje	degjonit			
F/S: do të degjosh/degjojë	degjon	degjojnë	degjoi	degjuan	degjonte	degjonin			
ftoj - to invite									
PP: kam ftuar	ftoj	ftojmë	ftova	ftuam	ftoja	ftonim			
C: fto! ftoni!	fton	ftoni	ftove	ftuat	ftoje	ftonit			
F/S: do të ftosh/ftojë	fton	ftojnë	ftoi	ftuan	ftonte	ftonin			
pagëzoj - to baptize									
PP: kam pagëzuar	pagëzoj	pagëzojmë	pagëzova	pagëzuam	pagëzoja	pagëzonim			
C: pagëzo! pagëzoni!	pagëzon	pagëzoni	pagëzove	pagëzuat	pagëzoje	pagëzonit			
F/S: do të pagëzosh/pagëzojë	pagëzon	pagëzojnë	pagëzoi	pagëzuan	pagëzonte	pagëzonin			
shkoj - to go									
PP: kam shkuar	shkoj	shkojmë	shkova	shkuam	shkoja	shkonim			
C: shko! shkoni!	shkon	shkoni	shkove	shkuat	shkoje	shkonit			
F/S: do të shkosh/shkojë	shkon	shkojnë	shkoi	shkuan	shkonte	shkonin			
ndihmoj - to help									
PP: kam ndihmuar	ndihmoj	ndihmojmë	ndihmova	ndihmuam	ndihmoja	ndihmonim			
C: ndihmo! ndihmoni!	ndihmon	ndihmoni	ndihmove	ndihmuat	ndihmoje	ndihmonit			
F/S: do të ndihmosh/ndihmojë	ndihmon	ndihmojnë	ndihmoi	ndihmuan	ndihmonte	ndihmonin			
studioj - to study									
PP: kam studiuar	studioj	studiojmë	studiova	studiuam	studioja	studioim			
C: studio! studioni!	studion	studioni	studiove	studiuat	studioje	studionit			
F/S: do të studiosh/studiojë	studion	studiojnë	studioi	studiuam	studioje	studionin			

Verb Conjugation Charts

kuptoj - to understand PP: <i>kam kuptuar</i> C: <i>kupto! kuptoni!</i> F/S: <i>do të kuptosh/kuptojë</i>	kuptoj	kuptojmë	kuptova	kuptuam	kuptoja	kuptonim
	kupton	kuptoni	kuptove	kuptuat	kuptoje	kuptonit
	kupton	kuptojnë	kuptoi	kuptuan	kuptonte	kuptonin
blej - to buy PP: <i>kam blerë</i> C: <i>blil! blini!</i> F/S: <i>do të blesh/blejë</i>	blej	blejmë	bleva	blemë	blija	blinim
	blen	blini	bleve	bletë	blije	blinit
	blen	blejnë	bleu	blenë	blinte	blinin
gjej - to find PP: <i>kam gjetur</i> C: <i>gje! gjeni!</i> F/S: <i>do të gresh/gjejë</i>	gjej	gjejmë	gjeta	gjetëm	gjeja	gjenim
	gjen	gjeni	gjeje	gjetët	gjeje	gjenit
	gjen	gjejnë	gjeti	gjetën	gjente	gjenin
ndiej - to feel PP: <i>kam ndierë</i> C: <i>ndie! ndieni!</i> F/S: <i>do të ndiesh/ndiejë</i>	ndiej	ndiejmë	ndieva	ndiemë	ndieja	ndienim
	ndien	ndieni	ndieje	ndietë	ndieje	ndienit
	ndien	ndiejnë	ndieu	ndienë	ndiente	ndienin
pëlqej - to please PP: <i>kam pëlqyer</i> C: <i>pëlqe! pëlqeni!</i> F/S: <i>do të pëlqesh/pëlqejë</i>	pëlqej	pëlqejmë	pëlqeja	pëlqyam	pëlqeja	pëlqenim
	pëlqen	pëlqeni	pëlqeje	pëlqyet	pëlqeje	pëlqenit
	pëlqen	pëlqejnë	pëlqeu	pëlqyen	pëlqente	pëlqenin
përkthej - to translate PP: <i>kam përkthyer</i> C: <i>përkthe! përktheni!</i> F/S: <i>do të përkthesh/përkthejë</i>	përkthej	përkthejmë	përktheva	përkthyem	përktheja	përkthenim
	përkthen	përktheni	përktheve	përkthyet	përktheje	përkthenit
	përkthen	përkthejnë	përktheu	përkthyen	përkthehte	përkthenin
shërbej - to serve PP: <i>kam shërbyer</i> C: <i>shërbe! shërbeni!</i> F/S: <i>do të shërbesh/shërbejë</i>	shërbej	shërbejmë	shërbeva	shërbyem	shërbeja	shërbenim
	shërben	shërbeni	shërbeje	shërbyet	shërbeje	shërbenit
	shërben	shërbejnë	shërbeu	shërbyen	shërbehte	shërbenin
kërcej - to jump/dance PP: <i>kam kërcyer</i> C: <i>kërce! kërceni!</i> F/S: <i>do të kërcesh/kërcejë</i>	kërcej	kërcejmë	kërceva	kërçyam	kërceja	kërçenim
	kërçen	kërçeni	kërceje	kërçyet	kërceje	kërçenit
	kërçen	kërcejnë	kërceu	kërçyen	kërçente	kërçenin
kursej - to save (money) PP: <i>kam kursyer</i> C: <i>kurse! kurseni!</i> F/S: <i>do të kursesh/kursejë</i>	kursej	kursejmë	kurseva	kursyam	kurseja	kursenim
	kursen	kurseni	kurseje	kursyet	kurseje	kursenit
	kursen	kursejnë	kurseu	kursyen	kursente	kursenin
shkëmbej - to exchange PP: <i>kam shkëmbyer</i> C: <i>shkëmbe! shkëmbeni!</i> F/S: <i>do të shkëmbesh/shkëmbejë</i>	shkëmbej	shkëmbejmë	shkëmbeva	shkëmbyem	shkëmbeja	shkëmbenim
	shkëmben	shkëmbeni	shkëmbeje	shkëmbyet	shkëmbeje	shkëmbenit
	shkëmben	shkëmbejnë	shkëmbeu	shkëmbyen	shkëmbente	shkëmbenin
shëlbej - to rescue/redeem PP: <i>kam shëlbyer</i> C: <i>shëlbe! shëlbeni!</i> F/S: <i>do të shëlbesh/shëlbejë</i>	shëlbej	shëlbejmë	shëlbeva	shëlbyem	shëlbeja	shëlbenim
	shëlben	shëlbeni	shëlbeje	shëlbyet	shëlbeje	shëlbenit
	shëlben	shëlbejnë	shëlbeu	shëlbyen	shëlbehte	shëlbenin
gënjej - to lie PP: <i>kam gënjyer</i> C: <i>gënje! gënjeni!</i> F/S: <i>do të gënjesh/gënjë</i>	gënjej	gënjejmë	gënjeva	gënjyam	gënjeja	gënjnim
	gënnen	gënneni	gënjeje	gënjyet	gënjeje	gënnenit
	gënnen	gënnijnë	gënjeu	gënnen	gënjente	gënnenin
shpërthej - to burst/explode PP: <i>kam shpërthyer</i> C: <i>shpërthe! shpërtheni!</i> F/S: <i>do të shpërthesh/shpërthejë</i>	shpërthej	shpërthejmë	shpërtheva	shpërthyem	shpërtheja	shpërthenim
	shpërthen	shpërtheni	shpërtheve	shpërthyet	shpërtheje	shpërthenit
	shpërthen	shpërthejnë	shpërtheu	shpërthyen	shpërthehte	shpërthenin
ushqej - to feed PP: <i>kam ushqyer</i> C: <i>ushqe! ushqeni!</i> F/S: <i>do të ushqesh/ushqejë</i>	ushqej	ushqejmë	ushqeja	ushqyam	ushqeja	ushqenim
	ushqen	ushqeni	ushqeje	ushqyet	ushqeje	ushqenit
	ushqen	ushqejnë	ushqeu	ushqyen	ushqente	ushqenin

laj - to wash PP: kam larë C: laji! lani! F/S: do të lash/lajë	laj	lajmë	lava	lamë	laja	lanim
	lan	lani	lave	latë	laje	lanit
	lan	lajnë	lau	lanë	lante	lanin
luaj - to play PP: kam luajtur C: luaji! luani! F/S: do të luash/luajë	luaj	luajmë	luajta	luajtëm	luaja	luanim
	luan	luani	luajte	luajtët	luaje	luanit
	luan	luajnë	luajti	luajtën	luante	luanin
mbaj - to keep/hold PP: kam mbajtur C: mbaji! mbani! F/S: do të mbash/mbajë	mbaj	mbajmë	mbajta	mbajtëm	mbaja	mbanim
	mban	mbani	mbajte	mbajtët	mbaje	mbanit
	mban	mbajnë	mbajti	mbajtën	mbante	mbanin
ndaj - to share/split PP: kam ndarë C: ndaji! ndani! F/S: do të ndash/ndajë	ndaj	ndajmë	ndava	ndamë	ndaja	ndanim
	ndan	ndani	ndave	ndatë	ndaje	ndanit
	ndan	ndajnë	ndau	ndanë	ndante	ndanin
ngjaj - to look like PP: kam ngjarë C: ngaji! ngjani! F/S: do të ngjash/ngjajë	ngjaj	ngjajmë	ngjava	ngjamë	ngjaja	ngjanim
	ngjan	ngjani	ngjave	ngjatë	ngjaje	ngjanit
	ngjan	ngjajnë	ngjau	ngjanë	ngjante	ngjanin
paguaj - to pay PP: kam paguar C: paguaji! paguani! F/S: do të paguash/paguajë	paguaj	paguajmë	pagova	paguam	paguaja	paguanim
	paguan	paguani	pagove	paguat	paguaje	paguanit
	paguan	paguajnë	pagoi	paguan	paguante	paguanin
qaj - to cry PP: kam qarë C: qaji! qani! F/S: do të qash/qajë	qaj	qajmë	qava	qamë	qaja	qanim
	qan	qani	qave	qatë	qaje	qanit
	qan	qajnë	qau	qanë	qante	qanin
quaj - to call (a name) PP: kam quajtur C: quaji! quani! F/S: do të quash/quajë	quaj	quajmë	quajta	quajtëm	quaja	quanim
	quan	quani	quajte	quajtët	quaje	quanit
	quan	quajnë	quajti	quajtën	quante	quanin
shkruaj - to write PP: kam shkruar C: shkruaji! shkruani! F/S: do të shkruash/shkruajë	shkruaj	shkruajmë	shkrova	shkruam	shkruaja	shkruanim
	shkruan	shkruani	shkrove	shkruat	shkruaje	shkruanit
	shkruan	shkruajnë	shkroi	shkruan	shkruante	shkruanin
vuaj - to suffer PP: kam vuajtur C: vuaji! vuani! F/S: do të vuash/vuajë	vuaj	vuajmë	vuajta	vuajtëm	vuaja	vuanim
	vuan	vuari	vuajte	vuajtët	vuaje	vuanit
	vuan	vuajnë	vuajti	vuajtën	vuante	vuanin
shpërndaj - to divide/scatter PP: kam shpërndarë C: shpërndaji! shpërndani! F/S: do të shpërndash/shpërndajë	shpërndaj	shpërndajmë	shpërndava	shpërndamë	shpërndaja	shpërndanim
	shpërndan	shpërndani	shpërndave	shpërndatë	shpërndaje	shpërndanit
	shpërndan	shpërndajnë	shpërndau	shpërndanë	shpërndante	shpërndanin
ruaj - to guard/preserve PP: kam ruajtur C: ruaji! ruani! F/S: do të ruash/ruajë	ruaj	ruajmë	ruajta	ruajtëm	ruaja	ruanim
	ruan	ruani	ruajte	ruajtët	ruaje	ruanit
	ruan	ruajnë	ruajti	ruajtën	ruante	ruanin
gatuaj - to cook PP: kam gatuar C: gatuaji! gatuani! F/S: do të gatuash/gatuajë	gatuaj	gatuajmë	gatova	gatuam	gatuaja	gatuanim
	gatuan	gatuani	gatove	gatuat	gatuaje	gatuanit
	gatuan	gatuajnë	gatoi	gatuan	gatuante	gatuainin
ngrij - to freeze PP: kam ngrirë C: ngri! ngrini! F/S: do të ngrish/ngrijë	ngrij	ngrijmë	ngrija	ngrimë	ngrija	ngrimin
	ngrin	ngriani	ngrive	ngritë	ngrije	ngritin
	ngrin	ngrijnë	ngriu	ngrinë	ngrinte	ngrinin

Verb Conjugation Charts

fshij - to sweep/wipe/erase PP: <i>kam fshirë</i> C: <i>fshi! fshini!</i> F/S: <i>do të fshish/fshijë</i>	fshij	fshimë	fshiva	fshimë	fshija	fshim
	fshin	fshini	fshive	fshitë	fshije	fshin
	fshin	fshinë	fshiu	fshinë	fshinte	fshinin
shtrij - to spread/stretch PP: <i>kam shtirë</i> C: <i>shtri! shtri!</i> F/S: <i>do të shtrish/shtrijë</i>	shtrij	shtrijmë	shtrija	shtrijmë	shtrija	shtrijim
	shtrij	shtrijmë	shtrija	shtrijmë	shtrija	shtrijim
	shtrij	shtrijmë	shtrija	shtrijmë	shtrija	shtrijim
përfshij - to include PP: <i>kam përfshirë</i> C: <i>përfshi! përfshini!</i> F/S: <i>do të përfshish/përfshijë</i>	përfshij	përfshimë	përfshiva	përfshimë	përfshija	përfshim
	përfshin	përfshini	përfshive	përfshitë	përfshije	përfshin
	përfshin	përfshinë	përfshiu	përfshinë	përfshinte	përfshinin
arrij - to arrive/achieve PP: <i>kam arritur</i> C: <i>arri! arri!</i> F/S: <i>do të arrijsh/arrijë</i>	arrij	arrijmë	arrita	arrijmë	arrija	arrijim
	arrij	arrijmë	arrita	arrijmë	arrija	arrijim
	arrij	arrijmë	arrita	arrijmë	arrija	arrijim
vij - to come PP: <i>kam ardhur</i> C: <i>ej! ejani!</i> F/S: <i>do të vish/vijë</i>	vij	vijmë	erdha	erdhëm	vija	vinim
	vjen	vini	erdhe	erdhët	vije	vinin
	vjen	vijnë	erdhi	erdhën	vinte	vinin
bëj - to do/make PP: <i>kam bërë</i> C: <i>bëj! bëni!</i> F/S: <i>do të bësh/bëjë</i>	bëj	bëjmë	bëra	bëmë	bëja	bënim
	bën	bëni	bëre	bëtë	bëje	bënin
	bën	bëjnë	bëri	bënë	bënte	bënin
fryj - to blow PP: <i>kam fryrë</i> C: <i>fry! fryni!</i> F/S: <i>do të frysh/fryjë</i>	fryj	fryjmë	fryva	frymë	fryja	frynim
	fryn	fryni	fryve	frytë	fryje	frynin
	fryn	fryjnë	fryu	frynë	frynte	frynin
hyj - to enter PP: <i>kam hyrë</i> C: <i>hyr! hyni!</i> F/S: <i>do të hysh/hyjë</i>	hyj	hyjmë	hyra	hymë	hyja	hynim
	hyn	hyni	hyre	hytë	hyje	hynin
	hyn	hynë	hyri	hynë	hynte	hynin
shtyj - to push/put off PP: <i>kam shtyrë</i> C: <i>shty! shtyni!</i> F/S: <i>do të shtysh/shtyjë</i>	shtyj	shtyjmë	shtyva	shtymë	shtyja	shtynim
	shtyn	shtyni	shtyve	shtytë	shtyje	shtynin
	shtyn	shtynë	shtyu	shtynë	shtynte	shtynin
bërtas - to yell PP: <i>kam bërtitur</i> C: <i>bërti! bërtitni!</i> F/S: <i>do të bërtasësh/bërtasë</i>	bërtas	bërtasim	bërtita	bërtitëm	bërtisja	bërtisim
	bërtet	bërtisni	bërtite	bërtitët	bërtisje	bërtisnin
	bërtet	bërtasin	bërtiti	bërtitën	bërtiste	bërtisnin
flas - to speak PP: <i>kam folur</i> C: <i>fol! flisni!</i> F/S: <i>do të flasësh/flasë</i>	flas	flasim	fol	folëm	flisja	flisim
	flet	flisni	fol	folët	flisje	flisnin
	flet	flasin	foli	folën	fliste	flisnin
thërras - to call/summon PP: <i>kam thirrur</i> C: <i>thirr! thirrni!</i> F/S: <i>do të thërrasësh/thërrasë</i>	thërras	thërrasim	thërrita	thërritëm	thërrisja	thërrisim
	thërret	thërrisni	thërrite	thërritët	thërrisje	thërrisnin
	thërret	thërrasin	thërriti	thërritën	thërriste	thërrisnin
godas - to strike/hit PP: <i>kam goditur</i> C: <i>godit! goditni!</i> F/S: <i>do të godasësh/godasë</i>	godas	godasim	godita	goditëm	godisja	godisim
	godet	godisni	godite	goditët	godisje	godisnin
	godet	godasin	goditi	goditën	godiste	godisnin
përshtas - to adapt/alter PP: <i>kam përshtatur</i> C: <i>përshtat! përshtatni!</i> F/S: <i>do të përshtasësh/përshtasë</i>	përshtas	përshtasim	përshtata	përshtatëm	përshtasja	përshtasim
	përshtat	përshtasni	përshtate	përshtatët	përshtasje	përshtasnin
	përshtat	përshtasin	përshtati	përshtatën	përshtaste	përshtasnin

rrëshqas - to slip <i>PP: kam rrëshqitur</i> <i>C: rrëshqit! rrëshqitni!</i> <i>F/S: do të rrëshqasësh/rrëshqasë</i>	rrëshqas	rrëshqasim	rrëshqita	rrëshqitëm	rrëshqisja	rrëshqisnim
	rrëshqet	rrëshqisni	rrëshqite	rrëshqitët	rrëshqisje	rrëshqisnit
	rrëshqet	rrëshqasin	rrëshqiti	rrëshqitën	rrëshqiste	rrëshqisnin
pres - to wait/expect <i>PP: kam pritur</i> <i>C: prit! pritni!</i> <i>F/S: do të presësh/presë</i>	pres	presim	prita	pritëm	prisja	prisnim
	pret	prisni	prite	pritët	prisje	prisnit
	pret	presin	priti	pritën	priste	prisnin
pres - to cut <i>PP: kam prerë</i> <i>C: prit! pritni!</i> <i>F/S: do të presësh/presë</i>	pres	presim	preva	premë	prisja	prisnim
	pret	prisni	preve	pretë	prisje	prisnit
	pret	presin	preu	prenë	priste	prisnin
pyes - to ask <i>PP: kam pyetur</i> <i>C: pyet! pyetni!</i> <i>F/S: do të pyesësh/pyesë</i>	pyes	pyesim	pyeta	pyetëm	pyesja	pyesnim
	pyet	pyesni	pyete	pyetët	pyesje	pyesnit
	pyet	pyesin	pyeti	pyetën	pyeste	pyesnin
shes - to sell <i>PP: kam shitur</i> <i>C: shiti! shitni!</i> <i>F/S: do të shesësh/shesë</i>	shes	shesim	shita	shitëm	shisja	shisnim
	shet	shisni	shite	shitët	shisje	shisnit
	shet	shesin	shiti	shitën	shiste	shisnin
vdes - to die <i>PP: kam vdekur</i> <i>C: vdis! vdisni!</i> <i>F/S: do të vdesësh/vdesë</i>	vdes	vdesim	vdiqu	vdiquëm	vdisja	vdisnim
	vdes	vdisni	vdique	vdiquët	vdisje	vdisnit
	vdes	vdesin	vdiqu	vdiquën	vdiste	vdisnin
zbres - to descend <i>PP: kam zbritur</i> <i>C: zbrit! zbritni!</i> <i>F/S: do të zbresësh/zbresë</i>	zbres	zbresim	zbrita	zbritëm	zbrisja	zbrisnim
	zbret	zbrisni	zbritte	zbritët	zbrisje	zbrisnit
	zbret	zbresin	zbriti	zbritën	zbriste	zbrisnin
vendos - to decide/place <i>PP: kam vendosur</i> <i>C: vendos! vendosni!</i> <i>F/S: do të vendosësh/vendosë</i>	vendos	vendosim	vendosa	vendosëm	vendosja	vendosnim
	vendos	vendosni	vendose	vendosët	vendosje	vendosnit
	vendos	vendosin	vendosi	vendosën	vendoste	vendosnin
rivendos - to restore <i>PP: kam rivendosur</i> <i>C: rivendos! rivendosni!</i> <i>F/S: do të rivendosësh/rivendosë</i>	rivendos	rivendosim	rivendosa	rivendosëm	rivendosja	rivendosnim
	rivendos	rivendosni	rivendose	rivendosët	rivendosje	rivendosnit
	rivendos	rivendosin	rivendosi	rivendosën	rivendoste	rivendosnin
nis - to begin/start <i>PP: kam nisur</i> <i>C: nis! nisni!</i> <i>F/S: do të nisësh/nisë</i>	nis	nisim	nisa	nisëm	nisja	nisnim
	nis	nisni	nise	nisët	nisje	nisnit
	nis	nisin	nisi	nisën	niste	nisnin
përgatis - to prepare <i>PP: kam përgatitur</i> <i>C: përgatit! përgatitni</i> <i>F/S: do të përgatitësh/përgatisë</i>	përgatis	përgatisim	përgatita	përgatitëm	përgatisja	përgatisnim
	përgatis	përgatisni	përgatite	përgatitët	përgatisje	përgatisnit
	përgatis	përgatisin	përgatiti	përgatitën	përgatiste	përgatisnin
mërzis - to upset/bore <i>PP: kam mërzitur</i> <i>C: mërzit! mërzitni!</i> <i>F/S: do të mërzitësh/mërzisë</i>	mërzis	mërzisim	mërzita	mërzitëm	mërzisja	mërzisnim
	mërzit	mërzisni	mërzite	mërzitët	mërzisje	mërzisnit
	mërzit	mërzisin	mërziti	mërzitën	mërziste	mërzisnin
përsëris - to repeat <i>PP: kam përsëritur</i> <i>C: përsërit! përsëritni!</i> <i>F/S: do të përsërisësh/përsërisë</i>	përsëris	përsërisim	përsërita	përsëritëm	përsërisja	përsërisnim
	përsërit	përsërisni	përsërite	përsëritët	përsërisje	përsërisnit
	përsërit	përsërisin	përsëriti	përsëritën	përsëriste	përsërisnin
shëtis - to stroll <i>PP: kam shëtitur</i> <i>C: shëtiti! shëtitni!</i> <i>F/S: do të shëtisësh/shëtisë</i>	shëtis	shëtisim	shëtita	shëtitëm	shëtisja	shëtisnim
	shëtiti	shëtisni	shëtite	shëtitët	shëtisje	shëtisnit
	shëtiti	shëtisin	shëtiti	shëtitën	shëtiste	shëtisnin

Verb Conjugation Charts

gris – to tear/rip PP: <i>kam grisur</i> C: <i>gris! grisni!</i> F/S: <i>do të grisësh/grisë</i>	gris	grisim	grisa	grisëm	grisja	grismim
	gris	grisni	grise	grisët	griseje	grismit
	gris	grisin	grisi	grisën	griste	grismin
rris – to grow PP: <i>kam rritur</i> C: <i>rrit! rritni!</i> F/S: <i>do të rrisësh/rrisë</i>	rris	rrisim	rrita	rritëm	rrisja	rrismim
	rris	rrisni	rrite	rritët	rrisje	rrismit
	rris	rrisin	rriti	rritën	rriste	rrismin
fle – to sleep PP: <i>kam fjetur</i> C: <i>fli! flini!</i> F/S: <i>do të fësh/flejë</i>	fle	flemë	fjeta	fjetëm	flija	flinim
	fle	flini	fjete	fjetët	flije	flinit
	fle	flenë	fjeti	fjetën	flinte	flinin
bie – to fall PP: <i>kam rënë</i> C: <i>bier! bini!</i> F/S: <i>do të biesh/bjerë</i>	bie	biem	rashë	ramë	bija	binim
	bie	bini	re	ratë	bije	binit
	bie	bien	ra	ranë	binte	binin
vete – to go PP: <i>kam vajtur</i> C: <i>nuk ka</i> F/S: <i>do të vesh/vejë</i>	vete	vemi	vajta	vajtëm	vija	vinim
	vete	vini	vajte	vajtët	vije	vinit
	vete	venë	vajti	vajtën	vinte	vinin
di – to know (something) PP: <i>kam ditur</i> C: <i>dil dini!</i> F/S: <i>do të dish/dijë</i>	di	dimë	dita	ditëm	dija	dinim
	di	dini	dite	ditët	dije	dinit
	di	dinë	diti	ditën	dinte	dinin
dua – to want/love PP: <i>kam dashur</i> C: <i>dua! doni!</i> F/S: <i>do të duash/dojë</i>	dua	duam	desha	deshëm	doja	donim
	do	doni	deshe	deshët	doje	donit
	do	duan	deshi	deshën	donte	donin
eci – to walk PP: <i>kam ecur</i> C: <i>ec! ecni!</i> F/S: <i>do të ecësh/ecë</i>	eci	ecim	eca	ecëm	ecja	ecnim
	ecën	ecni	ece	ecët	ecje	ecnit
	ecën	ecin	eci	ecën	ecte	ecnin
iki – to leave PP: <i>kam ikur</i> C: <i>ik! ikni!</i> F/S: <i>do të ikësh/ikë</i>	iki	ikim	ika	ikëm	ikja	iknim
	ikën	ikni	ike	ikët	ikje	iknit
	ikën	ikin	iku	ikën	ikte	iknin
ngre – to lift PP: <i>kam ngritur</i> C: <i>ngri! ngrini!</i> F/S: <i>do të ngrish/ngrejë</i>	ngre	ngremë	ngrita	ngritëm	ngrija	ngrimim
	ngre	ngri	ngrite	ngritët	ngrije	ngritit
	ngre	ngrenë	ngriti	ngritën	ngrinte	ngritin
ha – to eat PP: <i>kam ngrënë</i> C: <i>ha! hani!</i> F/S: <i>do të hash/hajë</i>	ha	hamë	hëngra	hëngrëm	haja	hanim
	ha	hani	hëngre	hëngrët	haje	hanit
	ha	hanë	hëngri	hëngrën	hante	hanin
pi – to drink PP: <i>kam pirë</i> C: <i>pi! pini!</i> F/S: <i>do të pish/pijë</i>	pi	pimë	piva	pimë	pija	pinim
	pi	pini	pive	pitë	pije	pinit
	pi	pinë	piu	pinë	pinte	pinin
rrri – to stay PP: <i>kam ndenjur</i> C: <i>rrri! rritni!</i> do të rrissh/rrijë	rrri	rrimë	ndenja	ndenjem	rrija	rrinim
	rrri	rrini	ndenje	ndenjet	rrije	rrinit
	rrri	rrinë	ndenji	ndenjen	rrinte	rrinin
lë – to leave (something) PP: <i>kam lënë</i> C: <i>lër! lini!</i> F/S: <i>do të lësh/lërë</i>	lë	lëmë	lashë	lamë	lija	linim
	lë	lini	le	latë	lije	linit
	lë	lënë	la	lanë	linte	linin

zë – to catch PP: kam zënë C: zër! zini! F/S: do të zësh/zërë	zë		zëmë	zura	zumë	zija	zinim
	zë		zini	zure	zutë	zije	zinit
	zë		zënë	zuri	zunë	zinte	zinin
vë – to place/set PP: kam vënë C: vër! vini! F/S: do të vësh/vërë	vë		vëmë	vura	vumë	vija	vinim
	vë		vini	vure	lutë	vije	vinit
	vë		vënë	vuri	lutë	vinte	vinin
dal – to go out/exit PP: kam dalë C: dil! dlini! F/S: do të dalësh/dalë	dal		dalim	dola	dolëm	dilja	dlinim
	del		dlini	dole	dolët	dilje	dlinit
	del		dalin	doli	dolën	dilte	dlinin
fal – to forgive PP: kam falur C: fall! falni! F/S: do të falësh/falë	fal		falim	fala	falëm	fajla	falnim
	fal		falni	fale	falët	fajje	falnit
	fal		falin	fali	falën	falte	falnin
fik – to turn off PP: kam fikur C: fik! fikni! F/S: ko të fikësh/fikë	fik		fikim	fika	fikëm	fikja	fiknim
	fik		fikni	fike	fikët	fikje	fiknit
	fik		fikin	fiku	fikën	fikte	fiknin
hap – to open PP: kam hapur C: hap! hapni! F/S: do të hapësh/hapë	hap		hapim	hapa	hapëm	hapja	hapnim
	hap		hapni	hape	hapët	hapje	hapnit
	hap		hapin	hapi	hapën	hapte	hapnin
jap – to give PP: kam dhënë C: jep! jepni! F/S: do të japësh/japë	jap		japim	dhashë	dhamë	jepja	jepnim
	jep		jepni	dhe	dhatë	jepje	jepnit
	jep		japin	dha	dhanë	jepte	jepnin
hedh – to throw PP: kam hedhur C: hidh! hidhni! F/S: do të hedhësh/hedhë	hedh		hedhim	hodha	hodhëm	hidhja	hidhnim
	hedh		hidhni	hodhe	hodhët	hidhje	hidhnit
	hedh		hedhin	hodhi	hodhën	hidhte	hidhnin
heq – to remove PP: kam hequr C: hiq! hiqni! F/S: do të hiqësh/heqë	heq		heqim	hoqa	hoqëm	hiqja	hiqnim
	heq		hiqni	hoqe	hoqët	hiqje	hiqnit
	heq		heqin	hoqi	hoqën	hiqte	hiqnin
humb – to lose PP: kam humbur C: humb! humbni! F/S: do të humbësh/humbë	humb		humbim	humba	humbëm	humbja	humbnim
	humb		humbni	humbë	humbët	humbje	humbnit
	humb		humbin	humbi	humbën	humbte	humbnin
lind – to be born/give life PP: kam lindur C: lind! lindni! F/S: do të lindësh/lindë	lind		lindim	linda	lindëm	lindja	lindnim
	lind		lindni	line	lindët	lindje	lindnit
	lind		lindin	lindi	lindën	lindte	lindnin
marr – to get/receive/take PP: kam marrë C: merr! merrni! F/S: do të marrësh/marrë	marr		marrim	mora	morëm	merrja	merrnim
	merr		merrni	more	morët	merrje	merrnit
	merr		marrin	mori	morën	merrte	merrnin
ndjek – to follow PP: kam ndjekur C: ndiq! ndiqni! F/S: do të ndjekësh/ndjekë	ndjek		ndjekim	ndoqa	ndoqëm	ndiqja	ndiqnim
	ndjek		ndiqni	ndoqe	ndoqët	ndiqje	ndiqnit
	ndjek		ndjekin	ndoqi	ndoqën	ndiqte	ndiqnin
piq – to bake PP: kam pjekur C: piq! piqni! F/S: do të pjekësh/pjekë	piq		piqim	poqa	poqëm	piqja	piqnim
	piq		piqni	poqe	poqët	piqje	piqnit
	piq		piqin	poqi	poqën	piqte	piqnin

Verb Conjugation Charts

prek – to touch PP: kam prekur C: prek! prekni! F/S: do të prekësh/prekë	prek	prekim	preka	prekëm	prekja	preknim
	prek	prekni	preke	prekët	prekje	preknit
	prek	prekin	preku	prekën	prekte	preknin
var – to hang PP: kam varur C: var! varni! F/S: do të varësh/varë	var	varim	vara	varëm	varja	varnim
	var	varni	vare	varët	varje	varnit
	var	varin	vari	varën	varte	varnin
mbyll – to close PP: kam mbyllur C: mbyll! mbyllni! F/S: do të mbyllësh/mbyllë	mbyll	mbyllem	mbylla	mbyllëm	mbyllja	mbyllnim
	mbyll	mbyllni	mbylle	mbyllët	mbyllje	mbyllnit
	mbyll	mbyllin	mbylli	mbyllën	mbyllte	mbyllnin
sjell – to bring PP: kam sjellë C: sill! sillni! F/S: do të sjellësh/sjellë	sjell	sjellim	solla	sollëm	sillja	sillnim
	sjell	sillni	solle	sollët	sillje	sillnit
	sjell	sjellin	solli	sollën	sillte	sillnin
njoh – to know (someone) PP: kam njohur C: njih! njihni! F/S: do të njohësh/njohë	njoh	njohim	njoha	njohëm	njihja	njihnim
	njeh	njihni	njohë	njohët	njihje	njihnit
	njeh	njohin	njohi	njohën	njihte	njihnin
shoh – to see PP: kam parë C: shih! shihni! F/S: do të shohësh/shohë	shoh	shohim	pashë	pamë	shihja	shihnim
	sheh	shihni	pe	patë	shihje	shihnit
	sheh	shohin	pa	panë	shinte	shihnin
përdor – to use PP: kam përdorur C: përdor! përdorni! F/S: do të përdorësh/përdorë	përdor	përdorim	përdora	përdorëm	përdorja	përdornim
	përdor	përdorni	përdore	përdorët	përdorje	përdornit
	përdor	përdorin	përdori	përdorën	përdorte	përdornin
ul – to lower PP: kam ulur C: ul! ulni! F/S: do të ulësh/ulë	ul	ulim	ula	ulëm	ulja	ulnim
	ul	ulni	ule	ulët	ulje	ulnit
	ul	ulin	uli	ulën	ulte	ulnin
them – to say PP: kam thënë C: thuaj! thoni! F/S: do të thuash/thotë	them	them	thashë	thamë	thoja	thonim
	thua	thoni	the	thatë	thoje	thonit
	thotë	thonë	tha	thanë	thonte	thonin
prish – to break PP: kam prishur C: prish! prishni! F/S: do të prishësh/prishë	prish	prishim	prisha	prishëm	prishja	prishnim
	prish	prishni	prishe	prishët	prishje	prishnit
	prish	prishin	prishi	prishën	prishte	prishnin
vesh – to put on/dress PP: kam veshur C: vish! vishni! F/S: do të veshësh/veshë	vesh	veshim	visha	vishëm	vishja	vishnim
	vesh	vishni	vishe	vishët	vishje	vishnit
	vesh	veshin	vishi	vishën	vishte	vishnin
qesh – to laugh PP: kam qeshur C: qesh! qeshni! F/S: do të qeshësh/qeshë	qesh	qeshim	qesha	qeshëm	qeshja	qeshnim
	qesh	qeshni	qeshe	qeshët	qeshje	qeshnit
	qesh	qeshin	qeshi	qeshën	qeshte	qeshnin
mbledh – to gather PP: kam mbledhur C: mbledh! mbledhni! F/S: do të mbledhësh/mbledhë	mbledh	mbledhim	mblodha	mblodhëm	mbledhja	mbledhnim
	mbledh	mbledhni	mblodhe	mblodhët	mbledhje	mbledhnit
	mbledh	mbledhin	mblodhi	mblodhën	mbledhte	mbledhnin
lidh – to connect/tie PP: kam lidhur C: lidh! lidhni! F/S: do të lidhësh/lidhë	lidh	lidhim	lidha	lidhëm	lidhja	lidhnim
	lidh	lidhni	lidhe	lidhët	lidhje	lidhnit
	lidh	lidhin	lidhi	lidhën	lidhte	lidhnin

zgjedh – to choose						
PP: <i>kam zgjedhur</i>	zgjedh	zgjedhim	zgjedha	zgjedhëm	zgjedhja	zgjedhnim
C: <i>zgjidh! zgjidhni!</i>	zgjedh	zgjidhni	zgjedhe	zgjedhët	zgjedhje	zgjedhnit
F/S: <i>do të zgjedhësh/zgjedhë</i>	zgjedh	zgjedhin	zgjedhi	zgjedhën	zgjedhte	zgjedhnin
zgjidh – to resolve						
PP: <i>kam zgjidhur</i>	zgjidh	zgjidhim	zgjidha	zgjidhëm	zgjidhja	zgjidhnim
C: <i>zgjidh! zgjidhni!</i>	zgjidh	zgjidhni	zgjidhe	zgjidhët	zgjidhje	zgjidhnit
F/S: <i>do të zgjidhësh/zgjidhë</i>	zgjidh	zgjidhin	zgjidhi	zgjidhën	zgjidhte	zgjidhnin
tërheq – to pull						
PP: <i>kam tërhequr</i>	tërheq	tërheqim	tërhoqa	tërhoqëm	tërhiqja	tërhiqnim
C: <i>tërhiq! tërhiqni!</i>	tërheq	tërhiqni	tërhoqe	tërhoqët	tërhiqje	tërhiqnit
F/S: <i>do të tërheqësh/tërheq!</i>	tërheq	tërheqin	tërhoqi	tërhoqën	tërhiqte	tërhiqnin
udhëheq – to guide						
PP: <i>kam udhëhequr</i>	udhëheq	udhëheqim	udhëhoqa	udhëhoqëm	udhëhiqja	udhëhiqnim
C: <i>udhëhiq! udhëhiqni!</i>	udhëheq	udhëhiqni	udhëhoqe	udhëhoqët	udhëhiqje	udhëhiqnit
F/S: <i>do të udhëheqësh/udhë</i>	udhëheq	udhëheqin	udhëhoqi	udhëhoqën	udhëhiqte	udhëhiqnin
bëhem – to become						
PP: <i>jam bërë</i>	bëhem	bëhemi	u bëra	u bëmë	bëhesha	bëheshim
C: <i>bëhu! bëhuni!</i>	bëhes	bëheni	u bëre	u bëtë	bëheshe	bëheshit
F/S: <i>do të bëhesh/bëhet</i>	bëhet	bëhen	u bë	u bënë	bëhej	bëheshin
lutem – to pray						
PP: <i>jam lutur</i>	lutem	lutemi	u luta	u lutëm	lutesha	luteshim
C: <i>lut! lutuni!</i>	lutesh	luteni	u lute	u lutët	luteshe	luteshit
F/S: <i>do të lutesh/lutet</i>	lutet	lutën	u lut	u lutën	lutej	luteshin
takohem – to meet						
PP: <i>jam takuar</i>	takohem	takohemi	u takova	u takuam	takohesha	takoheshim
C: <i>takohu! takohuni!</i>	takohesh	takoheni	u takove	u takuat	takoheshe	takoheshit
F/S: <i>do të takohesh/takohet</i>	takohet	takohen	u takua	u takuan	takohej	takoheshin
dukem – to appear						
PP: <i>jam dukur</i>	dukem	dukemi	u duka	u dukëm	duksha	dukeshim
C: <i>duku! dukuni!</i>	dukesh	dukeni	u duke	u dukët	dukeshë	dukeshit
F/S: <i>do të dukesh/duket</i>	duket	duken	u duk	u dukën	dukej	dukeshin
ndihem – to feel (someway)						
PP: <i>jam ndier</i>	ndihem	ndihemi	u ndieva	u ndjemë	ndihesha	ndiheshim
C: <i>ndihu! ndihuni!</i>	ndihesh	ndiheni	u ndieje	u ndjetë	ndiheshe	ndiheshit
F/S: <i>do të ndihesh/ndihet</i>	ndihet	ndihen	u ndje	u ndjenë	ndihej	ndiheshin
quhem – to be called (name)						
PP: <i>jam quajtur</i>	quhem	quhemi	u quajta	u quajtëm	quhesha	quheshim
C: <i>quhu! quhuni!</i>	quhesh	quheni	u quajte	u quajtët	quheshe	quheshit
F/S: <i>do të quhesh/quhet</i>	quhet	quhen	u quajt	u quajtën	quhej	quheshin
përpiqem – to try (effort)						
PP: <i>jam përpiqur</i>	përpiqem	përpiqemi	u përpoqa	u përpoqëm	përpiqesha	përpiqeshim
C: <i>përpiqu! përpiquni!</i>	përpiqesh	përpiqeni	u përpoqe	u përpoqet	përpiqeshe	përpiqeshit
F/S: <i>do të përpiqesh/përpiqet</i>	përpiqet	përpiqen	u përpoq	u përpoqen	përpiqej	përpiqeshin
gëzohem – to rejoice						
PP: <i>jam gëzuar</i>	gëzohem	gëzohemi	u gëzova	u gëzuam	gëzohesha	gëzoheshim
C: <i>gëzohu! gëzohuni!</i>	gëzohesh	gëzoheni	u gëzove	u gëzuat	gëzoheshe	gëzoheshit
F/S: <i>do të gëzohesh/gëzohet</i>	gëzohet	gëzohen	u gëzua	u gëzuan	gëzohej	gëzoheshin
kthehem – to return						
PP: <i>jam kthyer</i>	kthehem	kthehemi	u ktheva	u kthyem	kthehesha	ktheheshim
C: <i>kthehu! kthehuni!</i>	kthehesh	ktheheni	u ktheve	u kthyet	ktheheshe	ktheheshit
F/S: <i>do të kthehesh/kthehet</i>	kthehet	kthehen	u kthe	u kthyen	kthehej	ktheheshin
përgjigjem – to answer						
PP: <i>jam përgjigjur</i>	përgjigjem	përgjigjemi	u përgjigja	u përgjigjëm	përgjigjesha	përgjigjeshim
C: <i>përgjigju! përgjigjuni!</i>	përgjigjesh	përgjigjeni	u përgjigje	u përgjigjët	përgjigjeshe	përgjigjeshit
F/S: <i>do të përgjigjesh/përgjigjet</i>	përgjigjet	përgjigjen	u përgjigj	u përgjigjën	përgjigjej	përgjigjeshin

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